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ABSTRACT

This report describes in detail the planning and operation of an 8-week pilot day care program for migrant children in Hoopeston, Illinois. Planning began a year in advance and involved arrangements for funding, staff, and physical facilities, as well as the important human relations task of establishing honest communication between representatives of two segments of the community: business and professional people, and adult migrant workers. The structure and meetings of the planning-advisory committee are described. Other areas discussed are the role of migrant representatives, licensing and regulations, financing and budget, fees, building, the children, professional and volunteer staff, staff recruitment and training, comprehensive services, parent involvement, and the educational program--its goals, methods, and curriculum. Evaluation is in progress. Appendixes comprise approximately 3/4 of the document and include supplemental materials and reports. (NH)

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A GUIDE TO THE PLANNING AND OPERATION OF A CHILD DEVELOPMENT CENTER

FOR MIGRANT CHILDREN

AND

A REPORT OF THE HOOPESTON CHILD DEVELOPMENT CENTER,

A PILOT DEMONSTRATION PROJECT

OF THE ILLINOIS MIGRANT COUNCIL
AND THE UNIVERSITY OF ILLINOIS

BY

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August 1970

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THE HOOPESTON CHILD DEVELOPMENT CENTER

Hoopeston, Illinois - June 22 to August 14, 1970

Introduction

The Guide and Report presented here represents the culmination of a year of planning which began in the summer of 1969 when the executive director of the Illinois Migrant Council approached the University of Illinois for help in improving the program of child day care centers for migrant children and ended with the operation of an eight-week pilot demonstration child development center in Hoopeston, Illinois, June 22-August 14, 1970.

The writer has attempted to present suggestions and recommendations to persons who wish to set up a child development center for migrant children and a report on the way these were implemented in the Hoopeston Project. The reader will often find that suggestions are made that were not put into action in the Hoopeston Project; this is the natural result of having learned by experience.

In writing this guide and report, the writer has drawn heavily on her experiences of the last four years, which include three years' service as administrator for ten child development centers under the Migrant Opportunity Program in Arizona, as well as the year at the University, where as graduate assistant she served as project coordinator. The volume might carry the subtitle: "Things I wish I had known four years ago," for this is what the writer attempted to keep before her as a guiding principle.

Frequent reference is made to a further report on the project which is to be written by the center director, who will, it is hoped, build on this report and evaluate the plans on the basis of her experience in operating the center.

The writer wishes to express particular gratitude to Dr. Merle B. Karnes, Director of the Leadership Training Program, Dr. Queenie Mills, Director of the Child Development Laboratory, Dr. Bernard Spodek, Director of the Early Childhood Education Project, Mr. Ernest Gullerud of the Jane Addams School of Social Work, Dr. Janice Smith, Dean of the College of Home Economics, Mrs. June Foster Supervisor of Licensing for the Department of Children and Family Services, and to staff members under their supervision for their help, encouragement and support. In addition, a vote of thanks is due Mr. Ron Domagala and Miss Chris Frichtl of the Adler Zone Mental Health Center and to Miss Rita Deisinger of Illinois Migrant Council, who made frequent trips from Chicago to Champaign-Urbana, for their help. The project could not have taken place without the financial and other support of Illinois Migrant Council and Vermilion County Citizens Action Committee; and we wish to thank the executive directors, Mr. Cayetano Santiago and Mr. Jerry Robinson and members of their staffs for this.

But above all, to the dedicated, enthusiastic, and hard-working staff of the Hoopeston Child Development Center we wish to express our appreciation: Mrs. Ida Stewart, Director; Miss Carmen Enriquez, Nurse; Mrs. Shirley Daniloff, Miss Elizabeth Breslin and Miss Lynn Whitmore, Teachers; Mrs. Marian (Penny) Flynn, Cook; Mrs. Guadalupe Hooks, Assistant to the Nurse; Sras. Otilia Montez, Graciela Ledesma, Delfina Meza and Soila Flores, Teacher Assistants; Sra. Aurora Montez, Cleaning Lady-Laundress; Sra. Elida Gomez, Cook Aide; Srta. Toni Montez, Secretary; Srtas. Enedina Solis, Maria Raya, Diana Garcia, Higinia Gutierrea and Estella Garcia, Student Helpers.

Mary Elizabeth York
Coordinator
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Pilot Demonstration
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The Planning Stage

The Advantage of Early Planning

The rapidity with which a program will get under way, the smoothness of operation, and the effectiveness in general is due to the quantity and quality of planning to a large degree. It is recommended that the planning begin at least a year in advance. It takes time to arrange for needed services and the agencies who will provide those services may need to include provisions for these in their requests for funding. In the demonstration project, for instance, a proposal for a migrant health grant was to have been submitted in November, eight months before the center was due to open; that it was not done added considerably to the cost of operation which was borne by the initiators of the project and decreased the quality of the health services offered. (Why it was not done is a story in community and personal interrelationships that may be told elsewhere.) The use of buildings suitable for housing a child development center is often pledged a year in advance. Commencing work on plans for a child development center for the children of migratory workers twelve months before opening is none too soon.

The Planning Committee

The key to successful planning is an optimistic, energetic, resourceful, indefatigable, dedicated person who is successful in establishing and maintaining rapport both with business and professional people in the community and with the adult migrant workers and who can obtain cooperative effort from both. If it is possible, some kind of stipend which would cover her expenses, at the minimum, should be provided.

According to government regulations, particularly the Federal Interagency Requirements for Day Care, fifty percent of the staff should be from the parents of the children to be served. This poses two problems: (1) the migratory nature of the clients since few of them are in the area throughout the year and (2) maintaining honest, open, and real communication between the representatives of two strata of society. The first problem may be solved more easily than the second, since the parents still in the migrant stream may be included in the beginning stages of planning, before their winter journey to Texas or other southern state, and at the ending stages, when they return to Illinois, and in the meantime, settled-out migrants may represent their interests. Far more difficult is the matter of communication. Yet both groups are necessary: the business and professional group to provide technical skill and material support to the project and the parents to provide insight into the needs and wishes of the families. These twin problems will be discussed more at length under the heading, "Advisory Committee."

The Priority Flow Chart

The first task of the planning committee will be to determine who will be responsible for each of the various necessary plans and arrangements for the center. A priority flow chart should be set up. By this is meant a list of things that must be done in the order in which they are to be done. Certain tasks are dependent on the completion of other arrangements and these should be determined. This is much the same as a timetable but should be quite fluid since arrangements which seem to have been made have an irritating way of becoming unmade. For instance, the number of children who can be cared for, the grouping and the equipment needed is dependent on the building that is available and on the size and education of the staff which in turn is dependent on the amount of money that will be available. If, in midstream, the building that was planned is unavailable and other quarters are found, the number of children to be cared for, the grouping and the equipment needed will all have to be changed. However, it is usually easier to change plans already made than to start making plans when the change occurs, so if the finding of a building is held up, one does not wait for a building to be found before ordering any equipment, for instance. Rather one determines which equipment will be necessary under any conditions, in any building and orders this.

Concerns of the Planning Committee

In approximate order of priority the concerns of the planning committee are:

1. The regulations governing child day care center operation
2. The sources of funding, amount of money available, and a budget plan
3. The building in which the center will be housed
4. The number and ages of children to be served
5. Staffing pattern, job descriptions, recruiting, selection, and training
6. Services to be given:
   Transportation of children
   Food
   Health
   Social Welfare
7. Policies and procedures
   Hours of operation, days, and duration of program
   Recruiting, admission, and dismissal of children
   Personnel policies
   Records on children, staff
   Managerial policies and procedures; i.e., purchasing, accounting,etc.
8. Educational program
9. Furnishings, equipment, supplies
10. Evaluative measures to be used
11. Parent involvement

The planning committee should plan on meeting monthly as a total group and should divide into smaller committees or task forces to work on the various concerns listed above.

On the following pages is a review of the work of the Planning Committee for the Hoopeston Project. Since this was a university-based committee in a community fifty miles distant from the project, there are obvious differences in the mode of operation and kinds of concerns dealt with. For those who wish to follow the work of the Planning Committee in greater detail, reports of the meetings of the total committee and of some of the task forces and other pertinent documents may be found in Appendix A.

Planning for the Hoopeston Project
A Review

Getting Acquainted with Migrant Child Day Care Centers in Illinois

The planning for the Hoopeston project began actually with the evaluation of the child day care centers which were operating in the summer and early autumn of 1969 by the project coordinator. Her purposes were to gain acquaintance with what was being done, to determine the strengths and weaknesses of the 1969 program, and to acquaint herself with problems encountered in running such a program in the summer in Illinois as compared with a winter program in Arizona, with which she had previous experience. A recent arrival in Illinois, the coordinator also needed to gain acquaintance with the differences in mode of operation of the various state agencies which would provide needed services.

Five of the six child day care centers still operating in August and September under the sponsorship of the Illinois Migrant Council were visited. The centers varied in quality of program; some were very well-run in good facilities with trained staff; others were quite deficient in virtually all areas of operation. Overall, there were deficiencies found in all areas of child day care center operation: menu-planning to meet nutritional needs, health services, education, staff training, and sanitation.*

Preliminary Plans

A tentative plan for the pilot-demonstration project was then drawn up by the coordinator and a meeting of the executive officers of Vermilion County Citizens Action Committee and the Illinois Migrant Council (the two cooperating OEO agencies), the supervisor of licensing and the licensing representative of the Department of Children and Family Services (Regional Office), an education specialist and a nurse from the Adler Zone Center, Illinois State Department of Mental Health, who had worked with the migrant children in the area, the 1969 Hoopeston-Rossville center director, and the project coordinator met in Danville to discuss these plans, and a plan for an evaluation workshop to be held for IMC child day care center workers in November at the University of Illinois. Some changes were made and the plan approved by those present. It may be noted that the intended mode of operation was for the OEO agencies to outline budget, obtain building facilities, staff, and equipment and notify the coordinator of what could be provided, and that the plan for the project was to be tailored to these limitations. This, in fact, did not happen, as will be seen. In planning this project there was a constant weighing of the ought-to-be--that which should be provided in a model operation, and the is, that which is the reality of the situation, given limited budget, space, and staff with less than desirable training. If the reader finds that the project weighs rather heavily on the ideal or model side and lighter on the realistic side, it must be laid to the permissiveness of the OEO agencies and the ample resources of the University which provided professional staff and much of the equipment.

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*The complete evaluations may be found in Appendix A for four centers. Day care services were purchased from a fifth center which was operated by a community agency. No evaluation was written.

Evaluation Workshop for the 1969 Centers

The evaluation workshop was held on November 15 and was attended by approximately thirty-five people representing all the child day care center operations under the sponsorship of Illinois Migrant Council. A report of this workshop is contained in Appendix A. In addition to providing more information about the operation and problems encountered, the proposed plan was presented to them and was discussed with them.

Organizing the Planning Committee

Various departments of the University and public agencies were contacted for representatives to serve on an advisory or planning committee. These included state departments of mental health, public health, children and family services, the two OEO agencies involved, and the University departments of home economics, school of social work, elementary education, special education and psychology. Representatives from the settled-out migrants in Hoopeston also were asked to serve on this committee and were brought to the meetings by the field representative of Illinois Migrant Council. A statement of the purposes for the committee, ways in which the committee would implement these purposes, areas of concern and a list of the departments and agencies to be involved was given to each person asked to serve on the committee. Information on the plan for the project and a copy of a portion of the contract between the University and the Illinois Migrant Council which gave further information about the contract was also given them. A first meeting with this committee was held on December 16. The committee discussed an Outline of Considerations for Developing an Early Childhood Program for Migrant Children* presented by the committee and set up task forces to work on the areas of concern expressed in this outline.

The Second Meeting of the Total Committee: Laying the Groundwork

On February 19, the second meeting of the Advisory Committee took place. In the interim most of the separate task forces had met and had begun to define their jobs. Some of the task forces seemed to have overlapping responsibilities and were therefore combined. The probable location of the center, the number and ages of children to be served, the total amount of the operational budget, the proposed staffing pattern, the hiring procedures and the proposed days and hours of center operation were set at this meeting. Since it was proposed that there be an advisory committee made up of community residents, the name of the committee was changed to "planning committee" to avoid confusion. As a result of the discussions which took place at this meeting, tasks that needed to be accomplished were defined. These included writing job descriptions, making up a budget, listing of needed equipment, and a priority flow-chart or timetable.

The Meeting with Migrant Representatives in Hoopeston

A special meeting was held with migrant representatives in Hoopeston to establish some policies and procedures for hiring staff and recruiting .and selecting children. Representatives from IMC and VCCAC and the Project Coordinator met with a group of settled-out migrants. Since not all children needing child day care services could be served, quotas for each camp and settled-out migrants were established at this meeting.

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*See Appendix A, p.A45-47

Work Accomplished Between Meetings

Before the next meeting of the planning committee, which took place on March 20, a diagram of the staffing pattern was made and approval obtained, an equipment list was drawn up and submitted to VCCAC and IMC, a budget was drafted and submitted to IMC, application for the Special Food Service program for Children was submitted and approval obtained,* job descriptions were written and sent with notices of job openings to various agencies.

The budget that was submitted exceeded the original proposed total by some $5000. Two-fifths of this amount of overage was due to the fact that health services presumed to be available were, in fact, not available and had to be purchased; the remaining amount was in staff salaries, which formed the largest portion of the budget. By the time of the March 20 meeting, no approval had been received nor was the executive director of Illinois Migrant Council present at that meeting. In the absence of both formal approval or request to reduce the size of the budget, approval was assumed.

The Third Meeting: Further Work on Plans and Discussion of Language

The March 20 meeting was a most interesting one. By this time the total number of names on the Planning Committee list came to forty, for each of the original members had involved graduate students and others in the work of his task force. This being far too large a group for a free discussion, it was decided to select a core group of twelve representing the various interests to serve as discussants and to ask the remaining members to attend as observer-participants who would not take a direct, active part in discussion but would make contributions through a member of the group. The core group was seated in a circle in the center of the room and the others were seated on the periphery. One-half of the meeting was devoted to business and reports and the other half to an open discussion of the policies concerning the teaching of language in the center.

There was a discussion of the staffing pattern, the parents' advisory committee and the difficulties in getting parents who did not also want jobs in the center to serve on such a committee, the budget, the equipment list, and the procedures for recruiting and selecting staff. It was announced that VCCAC had ordered $1100 worth of new equipment for use in the center, was planning to underwrite $3000 of the personnel costs and had applied for the food service program for children, which would reimburse at the rate of 65¢ per child per day for breakfast, lunch and two supplements. The timetable of things to do in preparation for opening was presented and discussed.

In the second half of the meeting, a questionnaire covering opinions which might be held by the members was distributed and completed by those present, a thirty-five minute discussion took place, and the questionnaire redistributed

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*Special Food Service Program for Children is administered through the school lunch division of the Office of the Superintendent of Public Instruction in Illinois.

As a result, it was determined that few restrictions would be put on the use of either English or Spanish in the center. The primary thrust in the teaching of English would be in the top level of children and would be done primarily in natural ways through interaction between the teachers, aides and children as they were involved in the various activities of the day. The importance of the Spanish language to the families as a part of their culture was seen in this discussion.

Work Accomplished Between the Third and Fourth Meetings

Between the March 20 meeting and the June 4 meeting, much work was done.

Staff was recruited, interviewed, and notified of acceptance or rejection. The director was the first to be hired and although she was not to be put on salary until the opening of the center, she took an active part in the planning, staff selection and other preparations for the operation of the center.

Negotiations for the renovation of the church building, which had been presumed to be the only available building had been started; however, the VCCAC director obtained the use of classrooms in a Hoopeston school and renovations became unnecessary. Some of the monies budgeted for this were shifted to the purchase of equipment. Since neither VCCAC nor IMC had operated a center which included infants, it was apparent that equipment for this area of the center would have to be purchased. Evidently the OEO agencies found it difficult to determine in advance what equipment, as stipulated on the list that had been submitted to them, would be available for use in the center since no list of available equipment was forthcoming, and by late May it was clear that the burden of locating equipment through begging, borrowing, buying or stealing, as the phrase goes, fell on the shoulders of the center director and the project coordinator. Equipment and the obtaining of equipment will be discussed in more detail in a separate section.

A workshop for workers from all child day care centers sponsored by the Illinois Migrant Council was held in early May and several of those who would later serve as aides in the Hoopeston project attended.

Fourth Meeting: Reports from Task Forces

The June 4 meeting was the last meeting before the opening of the center and was primarily a meeting to hear reports from the various task forces and the coordinator.

It was announced that a center advisory committee had been selected and a first meeting date set. The recruitment and selection of staff was reported. The VCCAC representative announced that space in the John Greer School in Hoopeston had been obtained and approved by licensing; that they would provide a bus and driver, and that they would not know until just before opening what equipment would be available. Each task force representative gave a report and recommendations for the center operation.

With the new and larger facility it was now apparent that more children could be cared for and there was a discussion at this meeting of how many children could be safely cared for by the staff available in the new space. At length it was determined that the number could be raised from forty to sixty-two. The IMC field representative was given instructions on recruiting and enrolling children and 75 enrollment forms. At the end of the meeting, all members were invited to visit the center while it was in operation and it was decided that there should be another meeting of the committee to hear reports on the center's program in operation.

Following this meeting the project coordinator and center director continued planning and making preparations for the staff orientation training and the opening of the center.

The Advisory Committee

An advisory committee can be a disaster, a pretense, or a real support and resource to the child development or child day care center. It is hoped that it will be the latter, but it will take skill, sensitivity, tact, diplomacy, and a willingness to listen with the mind as well as the ears on the part of the chairman and/or the center director to make it so. Working with the advisory committee is probably the most difficult of the director's jobs and because the director often feels that the center can operate far more smoothly without an advisory committee, she often neglects it.

Advisory Committee Membership

According to the Federal Interagency Requirements for Day care, a minimum of fifty percent participation by parents is mandated in any federally funded day care operation. But one needs also the support of the business and professional people in the community and the remaining fifty percent should represent these persons. The task would be a comparatively easy one if the committee were composed one hundred percent from either group, but the combination of both, which are overtly or convertly in opposition, makes it difficult.

The Importance of Including Migrant Parents

The need to include the migrant or ex-migrant parent on the advisory committee cannot be overstressed. Donald R. Fessler, Extension Specialist in Sociology, Cooperative Extension, Virginia Polytechnic Institute, makes this statement:

> Underlying many of the current social problems on our campuses, in our urban centers, and in our institutional structures is this alienation of the average citizen from the real decision-making process. The growing resentment towards the "establishment" for example, is directed far less toward the establishment norms themselves than toward being excluded from the process of determining what the norms ought to be.

This is just as true in the child development center; the parents must have a part in the decisions and policies to be operant in the center which will affect the lives of their children. How many times have we heard well-intentioned social workers, teachers, or public health officers say, "When we do so much for them, why don't they appreciate it?" (or something similar) This is a dead giveaway of a paternalistic approach and paternalism and do-goodism is denigrating, destructive of self-respect and autonomy.

Working with a Committee from Two Societal Strata

The principle objective, then,of the advisory committee is to work together, on an equal basis, for the maximum good of the children. Yet the very real dichotomy between the professional, well-educated, middle-class Anglo and the nonprofessional, undereducated, lower-class Mexican-American (or other minority) cannot be ignored.

Ideally, a person with training in human relations or social psychology might work with both groups separately helping them to see and express their feelings toward the other group and to define their expectations of each other in realistic terms. Then bring them together as one group and facilitate their communication with each other. Such a course was suggested by Dr. Kenneth Benne, Director of the Human Relations Laboratory of Boston University, at a colloquium held at the University of Illinois, July 16, 1970. In answer to a question regarding the realism of the requirement of participation of the poor and the power groups on advisory committees, he stated that he had found it difficult to have any meaningful communication, although neighborhood councils made up primarily of the poor had been quite successful. He had, however, worked with a group of police and of the poor who lived in their area of jurisdiction separately with success.

A real service might be performed for the community at large if such a committee learned to work together successfully, and this would be especially true in the small rural community.

We have perhaps overemphasized the difficulties, for it is possible for a committee composed of both strata of society to work with a reasonable amoun of effectiveness for the good of the center and the community. The chairman should have in mind both the need for free and easy discussion which may not appear to accomplish much but which will help the committee members feel more at ease with each other and more ready to express their opinions, and the need to have an agenda which gives some focus and purpose and therefore, meaning to each meeting. In the terms of the social psychologist, both task and group process must be considered; for the task will not be accomplished if too much or too little time is given to interpersonal relationships. The chairman can do much to set the climate of free and open expression of opinions and of acceptance and consideration of all opinions and can encourage the participation of all members through sensitivity to nonverbal cues, or encouraging the open expression of opinions and ideas previously communicated to him in private.

As an example of the way in which the migrants can give guidance and help to the decision-making process of the group if there is a feeling of mutual respect, the majority of the planning committee for the Hoopeston project were graduate students with masters' degrees and above. At the March 20 meeting described in the section on planning, out of eight members of the group directly and actively involved in the discussion, two were Mexican-American former migrants with high school or less education. Their clear expression of the feelings and attitudes of the parents in the speaking of Spanish and/or English had a great influence on the opinions of all present as can be seen by the nature of the changes in opinions indicated on the post-administration of the questionnaire when compared with the pre-administration.

Determining Purposes and Functions of the Advisory Committee

The purposes and functions of the center advisory committee should be clearly delineated early in the life of the committee and should be determined by the committee, although it is helpful if the chairman or some member outlines these and presents them to the committee for consideration. These purposes are more fully their own if the putting of them into written form follows and is based on a free and open discussion of what they should be. According to the Federal Interagency Day Care Requirements, these should include but not be limited to (1) Assisting in the development of programs and approving applications for funding; (2) Participating in the nomination and selection of the program director at the operating and/or administering level; (3) Advising on the recruitment and selection of staff and volunteers; (4) Initiating suggestions and ideas for program improvements; (5) Serving as a channel for hearing complaints on the program; (6) Assisting in organizing activities for parents; (7) Assuming a degree of responsibility for communicating with parents and encouraging their participation in the program.

The Planning-Advisory Committee for the Hoopeston Project

The author of this portion of the report of the Hoopeston Child Development Center Pilot Demonstration Project was deeply involved in the planning stages of the program and only peripherally involved in the actual operation of the center. She, therefore, can only report on the Planning Committee and not on the Center Advisory Committee, which was composed of Hoopeston residents and held meetings during the operation of the center.

The Hoopeston Project Planning Committee could not be considered a model for a child development center to follow, although it had some characteristics which may suggest a format for a community committee. As an example, in deciding who shall serve on such a committee, it is wise to include persons representing different lines of work who have some kind of interest in the child day care center. These might include the local public health official, nurse or doctor; a representative of the state department of public aid; a representative of the cannery or factory which hires a large number of the parents; and a teacher or school principal, thus taking an approach similar to the one taken in recruiting members for the committee.

Interdisciplinary Membership

In inviting persons to serve on the committee, the coordinator tried to include persons representing each of the various disciplines which have an interest in child development. The Department of Home Economics was approached both for representatives for their child development program and from nutrition and food services. The Department of Psychology was initially approached for help with psychological evaluation, but in the end, the representative was a specialist in speech development. The Department of Elementary Education was approached for help with designing curriculum and the Department of Special Education, under whose aegis the project came, was included for help in special needs of disadvantaged. The School of Social Work was approached for advice in working with the families. The State Departments of Public and Mental Health were approached for advice and counsel in providing health services. Representatives from the Department of Children and Family Services, Licensing Division, were included to provide information and guidance in complying with the licensing regulations and in the practical details of center operation. Representatives from the OEO agencies who were cosponsoring the project (in effect, although the services of the University were requested and purchased by Illinois Migrant Council only) were included for obvious reasons. Representatives of the migrant families attended each of the Planning Committee meetings. They were, however, not as fully involved in planning as we would have liked. This was due largely to the geographic factors of the situation, Hoopeston being some fifty miles from the University campus, and to the fact that they were free only in the evenings, while the committee members resident in the university community found it more convenient to meet during the day and representatives of the OEO agencies.

Problems in Involving Migrants

Moreover, the migrant representatives were not always the same persons.

One of the principle obstacles to getting migrants to serve regularly on a planning committee is the fact that the need for a job is so urgent that there is almost invariably one member of the family who wishes to apply for work in the center, which automatically eliminates the other family members from serving on the committee. This was encountered by the IMC field representative who,when requesting a person to serve on the committee and then explaining the policy of not allowing a relative of someone who was being considered for work in the center, found that virtually all expected to apply for employment in the center. In one case a reliable representative later was employed as the bus driver for the center, which necessitated her being dropped from the committee.

Contributions of the Migrant Representatives

If the field representatives who were in the employ of the Illinois Migrant Council can be considered as representatives of the parents, then it can be said that they did indeed take an active part in the work of the committee. Their influence was seen in the determination of the approach to language to be followed in the center and, of course, they added the dimension of practicality to the deliberations of the committee, for they knew and contributed information about the migrant families not otherwise available to the committee.

In addition, they,with other migrants resident in the area, performed the important function of interviewing and screening applicants for the position of director, and teachers. The field representatives excused themselves from the screening of applicants for aides, as they could have been accused of favoritism and thus made their own work in the community more difficult. There was a small committee of migrants who assisted in this screening, however.

That the migrant representatives performed an important function in disseminating information about the project was evident in the fact that there were more children enrolled in this program than in the ESEA Title I, Migrant Child Education, classes which were held at the same time and which did not have an advisory committee. There were, of course, other factors operating in the larger attendance at the child development center.

Since the work of the committee has already been reported in the review of planning and appears in the form of reports of meetings in Appendix A, it would be redundant to repeat it here. Attendance at the meetings was good, with some representative from each of the departments and agencies listed present at all of the meetings, with one notable exception. The press of other responsibilities prevented the representative of the Department of Psychology from attending more than the opening meeting of the total committee and one meeting of the curriculum task force.

A not-negligible result of the planning committee was the dissemination of information about the life styles and problems of the Mexican-American migrant. That there were many of them in Illinois was a novel fact to quite a few of the committee members.

Regulations Governing Child Day Care Center Operation

A First Step: Getting Acquainted with Governmental Requirements

A child day care or child development program which is funded in part or wholly by federal funds is required to comply with the licensing regulations of the state as well as the Federal Interagency Day Care Requirements.[1] The latter sets minimal standards for such things as providing a suitable environment, grouping of children and administration. By requiring educational services, social services, health and nutritional services, and staff training, it provides for a multidisciplinary approach. It also sets requirements for a meaningful program of parent involvement. A careful reading of this provides the framework or outline for planning the program.

Since state licensing requirements vary from state to state and, in fact, are under the jurisdiction of different departments in the different states, persons planning a child day care program should get in touch with the licensing agency in their state and obtain a copy of the state regulations. In Illinois the Department of Children and Family Services is charged with this responsibility, and the requirements are so explicit that it would be difficult not to have a good center if they were followed closely.

The Importance of Working with Licensing Representatives

Because many people deeply concerned with the welfare of migrant children, who want to provide child care services, find licensing regulations onerous, a word about working with licensing representatives may be of value. Such well-meaning people feel that any care given is better than no care at all with a large degree of justification. It would seem that an infant who would otherwise be left in the care of an older sibling, who may not be more than five or six himself, in the back seat of a car on the edge of a field or in a cabin, would be better off in a center with adults whose sole job is to watch over children even if the situation is less than ideal. But if he should contract a serious illness through improper methods of sanitation or if there should be a fire through lack of compliance with fire-safety provisions, is he indeed better off? It is well to remember that regulations were made to protect children, not to deter us from caring for them. Too often even careful and intelligent people are unaware of the hazards to which we unwittingly expose children. Moreover, a well-operated center can be of positive benefit to children, increasing their potential to learn and to live a better life than their parents. Since regulations are formulated by people with experience in the field, we can learn from them.

The Friendly Licensing Representative

But it often seems difficult to comply with all the regulations: a building which meets specifications is difficult to find; qualified staff are not only scarce but expensive; and much effort is required to meet all the requirements. So it often seems that the licensing representative is an enemy. In our experience we have found the opposite to be true; the licensing representatives have been as aware as we of the needs of these children and have gone the extra mile to be helpful. It is easy to make an enemy of a licensing representative by avoiding him, but it is just as easy to make a staunch friend by enlisting his aid early in the planning stage. Together with him acceptable alternatives to seemingly unsurmountable obstacles posed by the requirements may be explored.

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[1] Published by the Department of Health, Education and Welfare, Children's Bureau (U.S. Government Printing Office: 1969 0-333-665).

The Licensing Representatives and the Hoopeston Project

In the planning of the Hoopeston Project, both Mrs. Marjorie Hall, Licensing Representative for the area and Mrs. June Foster, Supervisor of Day Care Licensing for the region, were most cooperative. In many cases alternative courses for compliance with regulations were suggested by them which made the operation easier. Because of their knowledge of resources and of child day care programming in general, they offered helpful suggestions, which cut down the cost of operation or made the operation more efficient.

In Appendix B are the Licensing Procedure Guide that was given us by the Regional Office of the Department of Children and Family Services and copies of the documents which were submitted to them. Obviously, changes would have to be made to fit the local situation, but these documents may serve as guides to others who are planning child day care centers for migrant children.

Financial Matters

Sources of Funding

Of primary importance, one hardly needs to say, is locating one or more sources of funding of a child development center. Such sources are distressingly elusive; one is told that there are many sources, but when one investigates, there seems to be no money, or at least the money is so hard to obtain that one becomes easily discouraged and lost in a bureaucratic maze. Child Day Care Programs may be funded under the Department of Public Aid; the Department of Public Instruction if you can prove that it is an innovative educational experience; the Labor Department if it is in connection with freeing women to work; under Head Start, if they have any funds available and you can demonstrate that it will be an innovative child development and community development program; or the Department of Health if you can demonstrate that it improves family health. At the time of the planning of this program, OEO Migrant Division was still allowing some funds to be used for child day care programs but was already phasing out programs for children in favor of programs for adults.

Each of the above sources involves some federal funds which are administered through the various state departments. Information about obtaining grants should be available from the regional or county office corresponding to the state department nearest you, but in some cases the officials may not know of the availability of funds for such purposes. It is well to arm yourself with knowledge of available funding sources. The Federal Aid Reporter, a bimonthly publication of Economic Associates, Incorporated, 1150 Connecticut Avenue, N.W., Washington D.C. 20036, is one source of such information. Another source of information not only on funding but also on news of developments in the field of day care and child development is Voice For Children, published by The Day Care and Child Development Council of America, Incorporated, 1426 H Street, N.W., Washington, D.C. 20005.

Illinois is fortunate in having legislation which permits Grants-in-Aid to Local Governmental Units, Voluntary Agencies, and Not-for-Profit Associations which provide Day Care Services. Application for these grants should be made through the Department of Children and Family Services.

Elementary and Secondary Education Act Title I funds are available for special educational programs for migrant children. There are several migrant education programs operating in Illinois, but the Office of the Superintendent of Public Instruction's Assistant Director in charge of Title I programs has stated that they have restricted their funding of programs for children between the ages of 5 and 17. There is nothing in the act as written that makes this restriction, however, and if the superintendent of schools in the local area with the support of his school board is willing to make a strong proposal to the OSPI for these funds for a preschool program for migrants, it is possible that enough pressure can be brought to bear to secure funds through this source. A summer program of early childhood education for children as young as two or three was funded through this source in Arizona in several communities in the summer of 1968.

The Federal Department of Labor funds child day care programs under the Work Incentive Program and the Concentrated Employment Program. These programs are generally in urban areas, but it would be well to investigate your area to see if there are any programs available. The primary purpose of these programs is to provide child day care services in order to get welfare recipients into job training and employment and so off the welfare rolls. There is also legislation passed by the 91st Congress which amends Sec. 2- 302(c) of the Labor-Management Relations Act of 1947 (PL 91-86) and permits employer contributions to trust funds to establish child care centers for preschool and school-age dependents of employees. This last would allow labor unions to bargain collectively with management to establish joint trust funds for this purpose. Although farm workers are not yet members of a labor union on a large scale, this movement is growing and this would be something that should be remembered as they begin to move into a position of bargaining.

Next to the Grants-in-Aid program of the Department of Children and Family Services,the most hopeful source of funding is Head Start, which funds child development centers and parent and child centers. Head Start proposal application forms should be obtained and sent to:

Mr. Dominic Mastrapasqua
Division of Indian and Migrant Programs
Head Start
Office of Child Development
Department of Health, Education and Welfare
Division of Indian and Migrant Programs
Washington, D.C. 20001

An innovative approach which deals with the problems of providing continuity and integrating migrant children into the program rapidly to gain maximum benefit from the short time that the children would be in the program is essential to obtaining these funds.

There are also monies available from the Department of Health on the federal level to fund comprehensive health centers which may include child day care as a part of a total health care package for families.

Funds for Health Services

More accessible, however, to child day care centers are migrant health programs which may provide health services for the children and families. The county health department should be contacted and asked to submit a proposal for these funds and to include health services needed by a child day care center. These proposals should be addressed to Dr. Franklin D. Yoder, M.D., MPH, Director, Department of Public Health, 535 West Jefferson, Springfield, Illinois 62706.

Funds for Food Services

On a reimbursement basis, money for food service may be obtained through Mr. Ralph Hanauer, Department of School Food Services, 316 South 2nd, Springfield, Illinois 62701. Under the Special Food Service Program for Children, reimbursement may be obtained for breakfast, lunch, supplements and supper for each child for each day he eats in the center.

A Sliding Scale of Fees

Depending on your primary source of funding and the stipulations, supplementary funds may be obtained through a sliding scale of fees if this does not conflict. Obviously, this will support only a very small portion of the program, but it has been our experience that migrants, whenever possible, want to make a contribution of some sort to the center in exchange for the care of their children. Should you decide to set a sliding scale of fees, it might be well to stipulate that this may either be in the form of services or money.

The following scale was devised by the child development center managers of the Migrant Opportunity Program in Arizona based on their experience with the migrant families. Additional information may be obtained from a booklet published by HEW entitled Determining Fees for Day Care Services which can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Price: 15¢). This booklet was revised in 1967 and carries the number 0-245-181.

All fees are on a weekly basis and are in relation to the federally published Income Poverty Guidelines levels of poverty, either below or above the poverty level.

$1.00	per family	if annual income is $1500 or more below
2.00	per family	if annual income is 1000 to 1499 below
3.00	per family	if annual income is 500 to 999 below
4.00	per family	if annual income is 0 to 499 below
5.00	for one child	if annual income is 1 to 700 above
2.50	each additional child	if annual income is 1 to 700 above
7.50	for one child	if annual income is 701 to 1900 above
5.00	for each of two children	if annual income is 701 to 1900 above
4.00	for each of three children	if annual income is 701 to 1900 above
11.00	for one child	if annual income is $1901 to $3000 above
7.50	for each of two children	if annual income is 1901 to 3000 above
5.00	for each of three children	if annual income is 1901 to 3000 above
20.00-30.00	for each child	if annual income is more than 3000 above

The 4-C Committee

Recently organized in Illinois is a state 4-C (Community Coordinated Child Care) Committee. This committee is organized under federal guidelines to coordinate all child day care programs. One of the aims of this committee is to become a funding agency which will determine needs, obtain funds from federal sources and channel them as needed. Information about the state 4-C Committee may be obtained from the Department of Children and Family Services. She can also inform you of the 4-C Committee in the local community, if one exists.

The Budget

Before a budget can be made in final form, several decisions will have to be made: (1) How many children are being planned for? (2) What ages will they be? (3) How many hours a day will the center be open? (4) What services will be offered? To be realistic it must be admitted that the answers to these questions may well depend on what funds are available and what building facility is available for the center. However, there is an interaction type of dependency of the different factors, a sort of "which-comes-first-the-chicken-or-the-egg?" aspect to considering the budget. When funding is sought, the question will be "How many children will you serve?" But then the number of children that can be served will depend to a large degree on the amount of money that is available.

When estimating the total amount needed, a minimum figure of $5.00 per day per child is recommended. Our experience has been that to offer the services needed by migrant children less than that is not feasible and even $5.00 is low, and many donations would be needed to be able to operate at this figure. In the Hoopeston project the budgeted amount per child per day came to approximately $6.00 and this amount did not include the cost of food or of furnishings (except nursery), equipment, or educational supplies.

Drawing up the Budget

In drawing up the budget the following items should be considered:

1) Personnel: This will be the largest part of the budget; some seventy-five to eighty percent of the cost will be in personnel.
2) Travel and transportation: Reimbursement of certain specified persons for work-connected travel at the prevailing rate may be considered unless the decision is made to include such expenses in salary for these persons. If the children are to be transported to the center, the cost of such transportation will have to be estimated.
3) Space Costs: Rental, utilities, custodial service (if furnished with the building) will have to be estimated. Remodeling may also be needed and estimated costs will be included here.
4) Consumable Supplies: Under this section include estimates of the cost of office supplies and postage; custodial, cleaning and laundry supplies; first aid, medicines, toiletries; non-food kitchen supplies; linens, clothing, bedding, and teaching supplies. Generally there is a set sum which is the cutoff mark for considering an item to be considered a consumable or equipment. In the Hoopeston project any item over $50.00 was considered equipment.
5) Equipment (rental or purchase): The cost of office equipment, classroom and nursery furnishings, kitchen equipment and of repairs to such equipment will have to be estimated.
6) Other: All other probable costs will be included here. Such costs may be for such necessary items as insurance (for the children, the vehicle in which they will be transported, and the building), food and telephone. Expenses for field trips, printing or duplicating and medical-dental services may also be included.

In some programs the cost of consultants who will assist in staff training may be a necessary part of the budget.

Submitting the Budget

The budget form which appears in Appendix D follows the OEO budget form. Funding agencies will vary, of course, in the way they will handle applications for funding, and their regulations will have to be followed.

Nevertheless, the above-mentioned items will need to be considered in outlining the budget and the budget will need to be submitted to the Advisory Committee for approval, regardless of the funding source and method of handling.

Financing the Hoopeston Project

The Illinois Migrant Council approached the University of Illinois in the Spring of 1969 for help in setting up a pilot-demonstration child day care center. The amount of the contract with the University was $10,000 for the provision of a part-time project coordinator, a part-time secretary, travel expenses which would be incurred by University staff members in connection with completing the project, and instructional materials.

Another $10,000 was to be allotted to the operation of the center. As plans progressed, however, this amount was found to be too low. From the start, the plan was to use migrant women as workers in the center, but it became clear that to provide the best possible educational program for the children, fully-qualified teachers at the ratio of one for each fifteen to twenty children would be needed, and to obtain these teachers the prevailing teacher salary would have to be offered.

It was hoped that there would be a migrant health program which would bear the cost of health services, including the services of a nurse for the center at least on a part-time basis. However, although migrant health funds were available, no proposal for a migrant health program in Vermilion County was submitted by the time of the deadline for such proposals in November. The problem seemed to be in the inability of the medical authorities in the county, both public health and doctors in private practice, and the Vermilion County Citizens Action Committee to agree on certain basic matters which were necessary in order to submit a proposal acceptable to the funding agency. Therefore, it was necessary to add money for a nurse's salary and for medical-dental care for the children to the budget. The addition of these items brought the total to $15,062. Not included in this amount was the cost of equipment and teaching supplies, which were furnished by the University, Vermilion County Citizens Action Committee, and the Illinois Migrant Council; the food costs, since the Food Service Program for Children was obtained; or space costs, as the use of the building and utilities was provided by the Hoopeston Schools.

A budget had been written and submitted in March in the amount of $15,850, which covered the cost of necessary renovations to the church in which it was proposed to have the center; however, when it was found that the school facility in Hoopeston was available to us, the cost of renovation could be eliminated. The budget was revised and resubmitted in June after the center was in operation. As noted above, the total of the revised budget was $15,062.

The Vermilion County Citizens Action Committee agreed to contribute $3000.00 to the project to support staff salaries.

Budgets submitted to IMC may be found in Appendix D.

The Building

Finding a building which will be adequate to house a child development center is not an easy matter, especially if there are little or no funds for rental. Here, if ever, one needs the advice and counsel of the Department of Children and Family Services Licensing Representative. Easily ascertained requirements are the provision of 35 square feet of space per child indoors and adequate outdoor play space, major factors of cleanliness and safety and sufficient toilet facilities, but the licensing representative can help in determining finally whether or not the building will be suitable and may contribute ideas on how space may be used.

The educational wing of a church may be made available for use. As churches are themselves often in a financial bind, it may be too much to expect the outright donation of the facility, but negotiations for minimal rent may be made or for payment of costs of added use of the facilities. Since the migrants are in Illinois during the summer, a school building may be made available. This, however, would be for a limited time since it would not be available in May or early June or after September first.

If money for a new building is possible, the following is probably the least expensive and most practical. Mobile child day care centers were designed and used in Washington State. Four mobile units formed each center. Blueprints for this especially-designed center are on file at the Illinois Migrant Council Office, 1307 South Wabash, Chicago. The design was made under the direction of Mrs. Beverly McConnell, 1205 Maple, Pullman, Washington 99163. Such a unit may be used for other purposes as well and has the advantage of being movable to some other location when it is no longer useful in one area. This has the further advantage of having been designed in consultation with the licensing authorities in Washington. The mobility of this center is limited by the need for plumbing and other installations.

Once a suitable building has been located, it is wise to have a comprehensive agreement drawn up and signed by the building owners and the persons responsible for the administration of the center. The best written, most complete agreement this writer has seen is one which was made between the University of North Carolina at Greensboro and the Presbyterian Church of the Covenant in Greensboro. This was obtained from Dr. Mary Elizabeth Keister, author of A Good Life for Infants and Toddlers (which is based on the Nursery Center conducted in this facility).

This agreement covered the following items; these may be used as a checklist in writing up an agreement:

1. Space to be made available to the Center. This included a listing of all interior space to be used by the center.
2. Hours of occupancy. This included a provision for use of the building after the daytime hours.
3. Responsibility for cleaning and maintenance. Under this heading were stated the responsibilities of the center personnel for cleaning and of the church sexton.
4. Sharing of equipment. The equipment belonging to each party which could be used by the other party was specified.
5. Storage of property. Stipulations regarding the storage of supplies and equipment which would not be made available to the other party were made here.

6. Responsibility for church property. This section covered provisions for alterations which might need to be made in the church, the number of keys which would be in the hands of center personnel and a statement of responsibility for use of keys was made.
7. Title to equipment. Provisions for clear marking to identify ownership of equipment belonging to the church or to the University were made in this section.
8. Outdoor space. The outdoor space to be used by the center was specified here.
9. Parking. Parking areas for center personnel and visitors were defined.
10. Signs (outdoor). Places and times when signs advertising the center would be displayed were specified.
11. Telephone. Specifications regarding the installation and use of the Center telephone were made in this section.
12. Reimbursement. The amount of reimbursement to be paid, dates of payment, beginning and ending dates, and what was covered (i.e.,utilities) were matters dealt with in this section.
13. Insurance. The coverage of the insurance carried by the Church and by the University was delineated here.
14. Renegotiation of agreement. The ending date of the agreement and provisions for renegotiation were covered in this section.

Many centers are operated in church facilities without such an agreement with no difficulties arising, but should there be a change in administration for either the church or the center, a written agreement, as detailed as the above, protects both parties. It may also prevent destructive arguments over who is responsible, for example, for repainting walls which will inevitably be marked or spattered on, or replacing broken windows.

A diagram or floor plan drawn approximately to scale is to be made and submitted to the Department of Children and Family Services. Again, if the licensing representative has been consulted, no difficulties should arise at this point. However, it would be wise to stipulate in the agreement outlined above that the agreement was effective dependent on approval of the licensing agency.

The Housing of the Hoopeston Project

Since the arrangements for obtaining a building were left entirely to the Vermilion County Citizens Action Committee, the coordinator was only involved in approving and planning for the use of space in the building.

The Church in Rossville

A church in Rossville had been used the year before and it was assumed that this would be available for the summer of 1970. The coordinator was frankly uneasy that no written agreement was forthcoming, but put her trust in the director of VCCAC to make arrangements. This facility was far from ideal, but incoming information indicated that no other suitable building was available. Consequently, floor plans were drawn and taken to the planning committee and the use of space discussed. Alterations to make the building more suitable were requested. One of the limitations of this building was the number of children who could be cared for was in the neighborhood of forty. A visit to the center in April caused some alarm when it was discovered that the building which had hitherto been unused was now in use and a space that was planned for was now filled with pews. Shortly after that, a call was received from the director of VCCAC requesting a meeting with the Superintendent of Schools in Hoopeston.

John Greer School in Hoopeston

In May, the coordinator, the center director, the licensing representative and the director of VCCAC met with the Superintendent of Schools in Hoopeston, who agreed that the center could be conducted in the home economics rooms and certain classrooms of the John Greer School in Hoopeston. Now the expected enrollment could be raised to sixty-two. There were certainly adequate kitchen, playground and toilet facilities and an area that couldn't be better for the care of infants if it had been specifically designed for them. The reader can well imagine the joy of the coordinator and director when they were able to announce to the planning committee the new location of the school. New floor plans were drawn and submitted to the Department of Children and Family Services. (The plans for both the Rossville location and the John Greer School rooms are in the Appendices; the former in Appendix A and the latter in Appendix B.)

The difference in the buildings also made a difference in the plans for grouping the children. In the church it had been decided to group the three-to-five-year olds together on the main floor and the infants and toddlers in the basement with the two-to-three-year olds in a separate room. Now the separated locations of the classrooms available and the obviously appropriate location of the infant nursery in an alcove with a sink unit adjacent to a large home economics room made the separation of the three-to-four-year olds and of the four-to-five-year olds, and the combining of the toddlers with the two-to-three-year olds next to the nursery more practical. In such a manner does a building determine the mode of operation! Since the cooking was to be done in one of the home economics rooms, the remaining space in this room was not practical for activities but was ideal for the serving of meals. All meals were served, therefore, in this "dining room" rather than in the classrooms as had been the plan for the other building. This served also as a meeting place for staff and visitors.

The Children

Number and Ages to be Served

Factors in Determining Number and Ages

The principle factors in determining how many children will be served by a child development center and what ages they shall be are (1) the needs of the parents for child day care, (2) the amount of money available for financing the center, and (3) the building that is available. In the experience of the coordinator in both Illinois and Arizona, the need for child day care services for agricultural laborers is so great that one cannot commence to fill the need and can only plan on giving service to a fraction of the children who need it. The amount of money available, however, is generally limited. The number of suitable buildings are also limited, since it is generally not feasible to build for a short-term project, even if the funds were limitless. And these two factors are the major deciding factors in determining the number of children who will be accepted. The budget is primarily limiting, in that it may not provide enough salaries for adequate staffing. The building is limiting in that there may not be adequate space.

Limits imposed by Licensing Regulations

The Licensing Regulations specify the amount of space per child that is to be allotted. Interestingly enough, the writer has found no published research on the effect on the child of more or less than 35 square feet of floor space per child. However, anyone who has tried to handle a class of twenty-five active preschoolers in a room designed for ten or fifteen can testify to the difficulties it poses.

Licensing Regulations also specify the ratios of children to adult attendants. Anyone who has worked with preschoolers will testify that these recommended ratios are minimal. These ratios are given on page 27 of the Standards for Licensed Day Care Centers,* and specify that for children under the age of two, there must be one adult for each group of six; for two-year olds there must be one adult for each group of eight; for three or four-year olds there must be two adults for each group of twenty, and for five-year olds there must be two adults for each group of twenty-five. Provisions for mixed age groupings are also specified.

Further, it is recommended that children not be in groups larger than the above regardless of the amount of space available.

Determining the Ages to be Accepted

What ages will be accepted in the center depends to a large degree on the philosophy of the advisory committee or planning committee and the purposes of the center. For example, many educators do not conceive of education as beginning before the child is four, in spite of research which shows the importance of experiences of the first four years on the learning ability of the child. If, therefore, the purpose is to be primarily educational and the advisory committee holds this view as a whole, only older children will be accepted. The writer holds this to be a gross mistake and would make the point that the younger children need the nutritional, health, and educational services of the center even more than the older children and in some cases it may be a matter of life and death. Far too many children of migrants are drowned in irrigation ditches, killed by farm machinery as they play at the edges of the fields, or die of dehydration caused by diarrhea each year for lack of adequate day care. The writer submits that the greatest number of these are children under age four and indeed under age three. But there are other factors to be considered. The littlest ones have special needs. They are extremely vulnerable and subject to infection and special care must be given in the feeding, sleeping, diapering and toileting aspects of care to prevent cross infection. In addition, the separation from the parents is particularly traumatic between the ages of six months and three and the person who will care for them must be a good mother substitute so that this trauma may not nullify the positive effects of the care the child will receive in the center. There is also a cultural factor: the Mexican-American mother feels her little one needs to be with her even while she is working and can pay little attention to the baby, or with a family member even if it is a sibling who is herself a child. However, many mothers come to see the benefits of good, responsible care and show an appreciation and gratitude for it. As one mother in Arizona told the writer, "When I left my baby on the edge of the field, he was sick all the time. This winter when he was in the center he wasn't sick at all. I'm so glad we have the center." And a father noted the healthy and rapid development of a child in a center as compared with one who was not.

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*Standards for Licensed Day Care Centers, State of Illinois, Department of Children and Family Services (Revised and Reissued January 1, 1970).

It is admittedly more expensive to care for children under age three since additional staff, the services of a nurse, special equipment and special foods are required. If these cannot be provided, it would be better to limit the age to three and above.

Summary

In determining the number and ages of children to be accepted, the number and ages of children needing child day care should be estimated; the number of children that can be cared for in the available space; the amount of money that is available to support the staff designated by the licensing regulations; the amount of money available to provide for the special needs of infants under age three; the adequacy of the available space for the care of infants, and the purposes of the program are all factors in determining what age and how many children shall be accepted.

The Children of the Hoopeston Project

Because of the convictions of the coordinator of the project and her previous experience with centers which cared for infants in the first year of life and up to age six, and because this was to be a demonstration project, it was decided early to include infants as well as older preschool children. This was proposed to the executive directors of the two OEO agencies in October of 1969, discussed at the evaluation workshop in November, and by the first meeting of the advisory-planning committee the decision had been made.

Since there would be adequate money in the budget for staff, the primary limiting factor was the available building. As previously mentioned, only forty children could be cared for at the church in Rossville, which was the first proposed site, and when the use of John Greer School was obtained, the limit was raised to sixty-two. The field representative of IMC stated that there would be no difficulty in finding that many children but rather the reverse would be true; it might be difficult to maintain the limit. This proved to be true and over ninety different children were enrolled. However, there was a considerable amount of fluctuation in attendance, as one comes to expect when dealing with this population.

As recognized by the Standards for Licensed Day Care Centers, not all children reach the same level of development at the precise chronological moment. Therefore, the age grouping was somewhat fluid. The grouping plan included six crib infants, six toddlers, fifteen two to three-year olds, fifteen three to four-year olds, and twenty four to five-year olds. This grouping scheme was based on the amount and nature of the available space and on the trained and untrained staff members who could be assigned to these groups.

As the children began to come into the center, it was found that there was a much higher proportion of toddlers and two-year olds than of the older children. However, due to a failure in the methods of recruiting, the staff did not have the children's ages as they came in, and they were assigned to groups on the basis of guesswork. Later, when the necessary information was obtained, the proportions more closely approximated the plan, with maximum enrollment in all groups. Attendance in the older classes was more regularly at capacity than in the younger groups.

The Staff

The number and ages of children to be served, the services that will be given and the amount of money available for staff salaries will determine the size of the staff.

Volunteer Staff

Since funds are usually limited, the question of operating a center with a volunteer staff will be raised. In the experience of the writer, volunteers have never been found to be reliable enough to provide adequate care and training for these children. Yet Red Cross, YM and YWCA, religious organizations and hospitals make wide use of volunteers with varying degrees of success. Since all of these organizations also have paid staff members, it seems obvious that even they recognize that it is impossible to have a going concern with volunteer staff alone.

In considering a volunteer staff ask these questions:

1. Is there a salaried person with executive skill, tact and diplomacy who can direct, train and work with volunteers?
2. Is there a corps of volunteers who are flexible, dedicated and willing and able to serve on a regularly scheduled basis; whose only excuse for absence will be illness or an incapacitating injury?
3. Are these volunteers willing to take training and follow orders?

If all questions can be answered affirmatively, then one might be able to operate a center with a staff made up mostly of volunteers. It would be wiser, however, to plan to have at least one paid staff member for each group of children and to use volunteers as auxiliary staff. If this course is followed, the volunteers will still need training, scheduling and direction.

When working with volunteers, one must remember that a volunteer is just that--one who, of his own volition, offers his services. Therefore, the work he is willing to give is pretty much on his own terms and the person using his services must recognize this.

In working with individual volunteers, the manager would be wise to first explore with the volunteer the kind of services he is willing and able to give. Does he or she enjoy clerical work, sewing, storytelling, working with the children directly, teaching adults, repairing toys and furniture, or any of the million and one other things that the center needs? How much time is the volunteer willing to give? Can he or she schedule himself to come regularly the same day and time each week? Or is he just willing to come and perform a necessary task or provide materials on call?

A form for the volunteer to complete is helpful. It should include such information as: Name, Address, Telephone number, Age, Special Interests, When available to help--month, day of week, hours of day, and special abilities. A checklist of the kinds of help that are wanted in the center should be listed on this form too.

A word of caution: be sure that if you have a volunteer (1) he is called on and (2) there is meaningful work for him to do when he arrives. More volunteers are lost because they have never been called on or because when they arrived paid workers were standing around with seemingly little to do or the work requested was inconsequential and gave no sense of achievement.

Staffing Pattern

A diagram which shows areas of responsibility and lines of authority should be drawn. (See staffing pattern in Appendix B.) Included in the diagram should be Neighborhood Youth Corps members who will work in the center and volunteers. In a center which will offer health services, social welfare services, food services, transportation and education, the following staff will be needed.

1. A Center Director
2. A Community Worker
3. A Bus Driver
4. A Cook
5. A Nurse
6. A Cleaning-Lady--Laundress
7. A Teacher for each group of children (see Standards)
8. An Aide or Assistant Teacher for each group
9. Secretary

The number in each category, the amount of on-the-job time, and whether or not the job category will be filled by a volunteer or NYC member will depend on the number of children to be served, the "geography" of the building and other factors best determined by the director and advisory committee.

Job Descriptions

For each position, a job description should be written. The job description should include: Job Title, Salary Range (or Volunteer), Qualifications (including educational level, type of education, experience and other), Job Function, Job Relationships and a description of Job Duties and whether the position is Full or Part-time.

Recruiting and Selection

After the proposed staffing pattern has been determined and the job descriptions written, the staff will need to be recruited. A Notice of Job Openings and copies of the job descriptions should be sent to every agency which may be in a position to recruit staff. Placement offices of local colleges and universities, the local State Employment Service, the local schools, are all places which should receive the notice and descriptions. More fruitful, perhaps, is word-of-mouth. The advisory committee members may pass on the information that there are jobs available and tell friends and acquaintances of the openings with greater effectiveness.

As applications are received, they should be reviewed by a personnel or screening committee from the advisory committee and appointments made to interview the applicants. It would be well if the personnel or screening committee meets in advance of the interview and determines together the qualities that the committee members will be looking for and decides who will lead in asking questions. Each committee member should have a copy of the appropriate job description in front of him during the interview. If they are empowered to do the hiring, courtesy demands that the committee be prompt in notifying the applicants of their decision. Often the personnel or screening committee functions to make recommendations only to the director or some other executive person who makes the final decision. The expected procedure should be clearly spelled out to the committee and, if the committee is largely Spanish-speaking, the word "suggestion" should be substituted for "recommendation" if this is to be their function. "Recommendation" has a cognate in Spanish which carries the connotation of command, the writer discovered to her distress. When hiring personnel for centers in Arizona, she ran into difficulties arising from misunderstandings of the screening committee's role. No matter how carefully she explained, the members seemed not to understand that the persons they recommended might not be hired. The difficulty was seen quickly by a native Spanish speaker who was also fluent in English.

Training

The effectiveness of the center's program hinges upon the training given. Both preservice and inservice training are needed for the whole staff. Preservice training should include an overview of child day care, its purposes, programming and the various activities of a child day care center. It should also include a discussion of the staffing pattern-diagram and job descriptions in order that each person can recognize her role in the organization. Everyone should be included in the preservice training, which should include both general staff training and specific training for work in each center area. An orientation week for this purpose should be planned. Films, demonstrations, lectures, role play and discussions are all ways to be used in presenting the information to be covered. But do not rely too heavily on lecture. Adults seldom listen intently for more than a few minutes at a time unless the lecturer is unusually dynamic. An opportunity to arrange rooms, store supplies, and make out schedules should be given. As you do for children, plan in this orientation week to alternate quiet, receptive periods with active, expressive periods. For example, after a film is shown, questions based on the film may be given and the total group divided into smaller discussion groups for total participation.

The orientation week is a good time for a workshop activity when the staff members have an opportunity to "play" with the materials or to try the activities which the children will enjoy. Some may never have finger painted, made a collage, taught a finger play, moved freely to music, or told a story, and this is a good time for them to have the opportunity to do so.

Practice in setting goals and designing activities which will help a child to reach these goals should also be provided. Emphasis should be laid on the possibility of using every routine situation throughout the day as a teaching situation.

A highly successful program of paraprofessional training for migrant aides was held at the University of Arizona in 1967. The staff of the Early Childhood Laboratory,under the direction of Dr. Marie Hughes, conducted the training. Mrs. Arline Hobson, who was with the aides daily, attributed the success of the program to their use of demonstration and observation; reinforcement of the children's and of the aides' own behavior; redundancy of ideas from a variety of people in a variety of ways; and a lifting to consciousness of what was happening both to the children and to them. The aides observed programs in action and discussed observations as a group. Then they prepared plans for working with children in a Migrant Opportunity Program Child Development Center, put it into action, and with the help of the trainer evaluated the experience. The plans, action and evaluation were repeated until the aides had a variety of experiences. Dr. Hughes later expressed regret that the "professional" teachers in the program had not been in training with the aides, for she felt that a better understanding of the trainers' goals would have resulted and the aides would have continued to receive reinforcement for appropriate action from the professionals with whom they would work.

Inservice Training

After the center is in operation, training should continue. The trained teachers will continually serve as models for the assistants, whether consciously or unconsciously. Training may be built on this fact. A discussion of the morning's activities, a reference to the way in which the teacher conducted some activity, a plan for the following day (which may include the aide's teaching an activity) may all be topics for a conference between teacher and aides held each afternoon after the children are quietly napping. Discussion of the children, their needs, their progress, the goals you have for them and activities you hope to involve them in are also topics for the daily conference between teachers and assistants. In the long and busy day of a child day care center, the nap time seems to be the one quiet time when training may be done, and occasionally the director may want to work with the teachers as a group, the assistant teachers as a group, or the staff for one class or area as a group, giving them additional information and training in some topic of which she feels they need a greater understanding. Seldom can she get the whole staff together at one time since at least one attendant must be with each group of napping children. Possibly, however, the staff may prefer to arrange for an after-hours meeting, or, when the parents are not working, the children may be sent home early for the purpose of a total staff conference.

Evaluation of each staff member made by the director in a private meeting with the staff member should also be considered a part of the training. Here the director may reinforce desirable traits and offer suggestions for improvement and growth. A form for evaluation of aides or teacher assistants is included in the plan for records submitted to the Department of Children and Family Services and may be referred to in Appendix B. However, the director may wish to make up her own checklist.

Staff Schedules

Since not all staff will have the same working hours, schedules should be worked out and posted. Each staff member will need a fifteen-minute break morning and afternoon. In Appendix B is a diagram of a staff schedule which shows in a sort of graph form the hours when each member will be in the center and special duties for staff members. Staff must be scheduled so that there are an adequate number of adults with the children at all times. The adequacy will be determined both by the number of children and the activity at that time. In a room full of sleeping children obviously only one staff member need be on duty.

The Staff of the Hoopeston Project

The Staffing Pattern

The first draft of the staffing pattern for the Hoopeston project was made on February 23 and approved by the planning committee at their next meeting. After the move to the John Greer School, the staffing pattern was revised, since the grouping of children was different. (See Appendix B) The Center Director was directly responsible to the Center Advisory Committee and the teachers, nurse, bus driver, community worker, laundress-janitor, cook and the NYC girl, who would serve as her secretary, were directly responsible to her. The aides (or teacher-assistants), who were adult migrant mothers, and the NYC girls were responsible to the teacher, nurse, or cook to whom they were assigned.

Hours of Work and Worker Roles

The NYC girls were restricted to a twenty-six hour work week, but in actual fact put in many hours of overtime. The aides (teacher-assistants), nurse, cook, teachers and laundress-janitor (or cleaning lady) worked forty hours. The bus driver was a part-time employee working twenty hours a week, although she too gave many volunteer hours. The Community Worker was the IMC field representative, who, being busy with other facets of her previously-held and continuing job, did not function adequately as a liaison between the center and the parents, which was to be her function. This put an almost intolerable burden on the director. On the basis of this experience, therefore, comes the strong recommendation that at least a part-time worker be hired to work exclusively with the center and fill this function. It is conceivable that this job might be combined with that of bus driver, since in practice the bus driver did do much of the contacting of parents. The NYC girls were considered to be virtually on equal status with the adult aides and the job descriptions for Child-Care and Cook Aides applied also to them.

Recruiting and Selection

All job descriptions except those for the community worker and the bus driver were written and distributed to the VCCAC office in Danville, the IMC offices in Chicago and Hoopeston, the placement offices of Danville Community College and the University of Illinois, and the Illinois State Employment Office. Applications were received through the Chicago Office, the University placement office, the VCCAC office and the Hoopeston IMC Office. Applications were also received through members of the planning committee.

For the position of director, only three applications were received. The applications were reviewed by a three-man committee from the planning committee and one rejected on the grounds of being too far from meeting the stated qualifications. The other two applicants were interviewed in Spanish by a committee of settled-out migrants living in Vermilion County. The person selected for the position of director was a Cuban who spoke no English until she was in first grade, a candidate for the degree of Doctor of Philosophy in Early

Childhood Education, and a former Head Start director. Thoroughly qualified and with a sense of dedication, her performance was superior.

Thirteen applications were received for the three teaching positions. Five were screened out by the above-mentioned committee and the other eight asked to meet with a committee of migrant representatives for an interview. By the time of the interview, three of the eight had accepted other positions. Two IMC field representatives formed the screening committee and interviewed the remaining five and the sole applicant for position of nurse. Their questions were indeed searching and their judgment sound and based on the applicants' apparent qualifications to perform in the capacity for which they were being hired.

The nurse,being a native Spanish speaker born in Peru and having had special training and experience in pediatrics, was so well-qualified for the position that no further effort was made to recruit a nurse.

Applicants for the six positions for adult aides were recruited by the IMC field representative. The center director and the project coordinator then met with the applicants in Hoopeston on a Saturday in April. The center director interviewed each applicant separately in both English and Spanish. She reported her findings and recommendations to the screening committee and, with their help, five aides were chosen that day. The sixth one was not hired until after the opening of the center.

As may be seen from the above comments, it was found to be extremely important for the director, the community worker, whose position was filled by the IMC representative, and the nurse to be fluent in Spanish, since very few of the Mexican-American migrants could speak or understand English.

Staff Performance

There were a number of personnel problems arising from illness, pressures from other family members to move into areas where agricultural work was available and other problems of a similar nature. But problems arising from interpersonal conflicts were minimal and the center staff quickly became a smoothly-working team with a great deal of enthusiasm for their work. Seeing both adult aides and NYC aides take active roles in the care and teaching of the children gave great pleasure to the coordinator, who far too often had seen migrant aides in other centers standing around the edges of classrooms unsure of their roles. The fact that the paraprofessionals took such an active part was due to the preservice training, in which the role of the aide was clearly defined, and to the reinforcement of her performance in that role by the teacher, nurse, or cook to whom she was assigned. The firm expectations for good performance were clearly stated by the director and by the project coordinator, who at one point during orientation week gave a no-nonsense talk on job expectations to the NYC girls assigned to the project. The lack of any long-lasting interpersonal problems was due to the quick action of the director, who dealt with difficulties promptly. In one instance all parties to an argument were brought into the office where each told his story and as the true facts of the matter appeared, the air was quickly cleared and the work continued in an orderly way.

Staff Training

A Workshop for Child Day Care Workers from all centers sponsored by the Illinois Migrant Council was held the first week in May. Eleven migrant women from Hoopeston attended the workshop, which was held in Champaign. Presentations by the Early Childhood Education Project, under the direction of Dr. Bernard Spodek, the Leadership Training Program trainees, under the direction of Dr. Merle B. Karnes, and the Child Development Laboratory, under the direction of Dr. Queenie Mills, were included in the program. These presentations covered a wide view of early childhood education. Four of the eleven from Hoopeston later worked in the center. These four greatly enjoyed the workshop, showing particular enjoyment in their participation in music and dancing.

The week of June 15 was designated as orientation week. All available staff were paid for attendance at the center site that week. Schedules, staff roles, health procedures, information on the Illinois Migrant Council, center regulations and other matters relating to methods of operation were presented and discussed. Each afternoon the teaching teams, the cook and aide and the other staff members worked on room arrangements, plans, tentative schedules for their rooms and general cleaning and preparation for opening on June 22. The film, Children of Change, which presents a child day care center program in action, was shown and discussed. The Curriculum Guide was also presented and discussed.

After the center was open, the director continued with inservice training, showing several films on educational programs for preschool children.

At the end of the project, each aide was presented with a certificate of completion of inservice training as an assistant in the Hoopeston Child Development Center.

A postscript should be added describing the assistance given the project by the licensing representative. The project coordinator was concerned that staffing requirements could not be met, since only one of the adult aides had completed high school. The representative assured her that since the first adult (the teacher) in the room had the educational qualifications and the second adult (the aide) met the personal qualifications plus the ability to speak two languages and appropriate life experiences (were mothers), this would constitute reasonable compliance with the regulations. They were, therefore, considered to qualify as teacher-assistants, as defined by the Standards, rather than student helpers.

The teachers who did not speak Spanish found themselves at a disadvantage in not being able to understand the children. However, all teachers, the director, and the coordinator agreed that if one has to choose between a person who speaks Spanish and one who knows early childhood education thoroughly, the latter is more important as long as one has a bilingual aide. But as a result of this experience, it is recommended that the non-Spanish speaking staff be given a crash course in border Spanish (the Spanish spoken in the Rio Grande Valley). Phrases commonly used with and by small children should form the major content and it would be helpful if tapes of young children speaking Spanish could be used. A creative adult educator could utilize the knowledge and skill of a bilingual aide to teach this course, the skilled teacher providing the framework and the aide teaching the language.

Services Offered by the Child Development Center

A child is a wondrously complex creature. That seems a trite saying, yet we so often speak of the emotional, physical, social and intellectual development as if all these developmental aspects could be separated, when the fact of the matter is that any intervention made which affects the development of the child in one area will automatically affect the child in other areas of his being. So if a child gains competency intellectually, his self-concept is strengthened and his emotional and social being is improved. If, on the other hand, some problem is disturbing him emotionally, it may inhibit his ability to gain competency on an intellectual plane. Or if he is suffering from malnutrition or physical impairment, he may be irritable, unable to get along with others and unable to learn.

Therefore, it is extremely important that the child development (or child day care) center for children of migratory agricultural workers or of the rural poor in general offer services which are generally unavailable to this population. Among these people malnutrition, poor health, and a high mortality rate are a fact,a shameful fact of life in America in this enlightened age. The child day care center can do much to alleviate this problem. It can offer health services, food,and social services.

Because of the age of the children and their closeness to their families, the center is the ideal place to offer these services. The frequent contact with the whole family and the daily bringing of the children make it easier for the agencies to work with them and their families. Because getting the children to the center at the hour when the center opens may be a serious problem, transportation should also be a service offered by the center.

Transportation

Unless the center is located within a few hundred feet of the migrant camp or the residences of virtually all the children it will serve, transportation will need to be provided. Possibly a school bus will be available, or, as at Hoopeston, a government agency may have a GSA bus, which,though discarded as unusable by the armed services, may still be operable. A bus driver who likes children, preferably speaks Spanish and has a chauffeur's license will have to be located. As suggested in the section on staffing, the job of community worker may be combined with that of bus driver, as it will be the bus driver who is most apt to have daily contact with the families. An attendant should also ride with the children on the bus. Since the aides, or teacher assistants, will be recruited from the families to be served, one or more of them may be assigned to bus duty and come with the children on the bus. An attendance record should be made by the bus driver or attendant as the children board the bus. To be sure that no children are left behind when the children are taken home, the names should again be checked as they board the bus. Another factor to consider in arranging transportation is insurance. The center should have an insurance policy which covers the children from the time they are picked up until they are returned home, but the vehicle and the driver will also need to be insured.

If no bus is available, it may be possible to find staff members or volunteers who can bring the children living near to them to the center. In this case insurance is even more of a problem. Rates of insurance on privately-owned vehicles are high and even higher when the vehicle is used to transport children. Obviously migrant families with their low incomes are unable to pay these rates, and if they transport children, they are taking a chance--the children may be covered by insurance but the driver and the vehicle are not. It is a chance, however, it has been found, that they willingly take in order that the children living near them may come to the center.

Health Services

The health services rendered include physical examinations of children and staff on entry, follow-up care if needed, daily health check, precautions against the spread of illness in the center, health education, provisions for caring for accidents or illness occurring at the center and immunizations.

As required by the Standards for Licensed Day Care Centers, all staff members and all children must have on file a report of a physical examination made prior to or as soon as possible after entry. Professional staff members will be expected to obtain this examination and to present a report from the doctor prior to employment. Staff members recruited from the migrants may need financial assistance if they are to comply with this requirement. If a proposal is to be made to the state health department for federal funding of a migrant health program, provisions for giving physicals to these migrants, both adults and children, should be included.

The Health Record (Form IMC-078) used in the Hoopeston Project may be found among the documents submitted to the Department of Children and Family Services (Appendix B, pages 51-52). As will be seen, this form includes a statement of permission to be signed by the parents. The health service program should be carefully explained to the parent when enrolling the child and the health history of the child and the parent's signature obtained.

The doctor will complete the sections on Physical Examination and Physician's Summary as he examines the child. Immunizations will be recorded by the nurse as they are given. Of the health services, immunizations seem to be the most easily obtained and it seems that migrant children are more in danger of being overimmunized than underimmunized. However, the U.S. Department of Public Health does issue a card on which immunizations are recorded in the state in which they were obtained. When completing the health history, this card should be requested. When needed immunizations are given, they should be recorded and the card returned to the parents, so that not only is there a record of the immunizations on the Health Record (Form IMC-078), but also on the card which the parent keeps in his possession.

Because the Mexican-American migrant child has been found to be particularly subject to anemia, it is strongly recommended that a hemoglobin count be considered a standard part of the examination, or made as soon as possible thereafter. A hemoglobinometer may be purchased at a relatively small price (under $100) and, for a doctor or a trained nurse, is quite simple to use. When a low hemoglobin count is discovered, the doctor will, of course, be consulted and may wish to prescribe iron therapy and order a recount after a certain period of time.

Arrangements should also be made for dental examinations and vision and hearing tests. However, unless money is available for follow-up dental care, there is little point in making a dental examination. Dental care should also be considered when making recommendations for services to be included in a migrant health program proposal.

If medication is prescribed, instructions for administration should be given to the family. Here the presence on the center staff of a nurse who speaks Spanish is invaluable, for she can make a clear explanation both of the purpose of the medication and instructions in its use.

The center staff should be instructed in the need to be alert to signs of illness and may need to receive instruction in what those signs are. The staff should also be instructed to refer a child showing these signs immediately to the center nurse.

Each center should have an area which is isolated from the other children where the child who is ill may stay until someone who can care for him at home can be located. Even as this is written, the irony of this crosses the mind. The parents may be out in the middle of some field and home is a shack often with no indoor toilet facilities or running water. It would be far better if there were an infirmary in the center where sick children could be cared for, but a center which extends itself that far is probably an impossible dream. And since it is, someone must go after the parent, possibly take her and the child to the doctor, and then home, for as far as possible, the center staff must prevent the spread of infection to the other children in the center. Often it is better for one staff member to take the sick child to the doctor and another to locate the parent; such decisions will depend on the circumstances of the particular incident.

Considerable thought, time and eternal vigilance should be given to the practices of sanitation in the center. Children and possibly staff too will need to be taught to wash hands after using the toilet and before eating. Cots and cribs should be marked and care taken that only the child whose name is on the cot or crib occupies that cot or crib. Dishes must be washed in a disinfecting solution. If there are babies, prescribed diapering procedures must be scrupulously followed. Toys which go into mouths must be washed frequently. In short, the kinds of procedures one uses to keep a clean home are not enough. Usually, county health department has a sanitarian and it would be well to consult with him on proper procedures for cleaning, for washing dishes, for food storage and preparation, etc. It might be well to schedule a session with him as a part of the orientation-week training. If one wishes further information on this and on other matters pertaining to health services, a manual written by the Migrant Opportunity Program Child Development Center Managers and adopted for use in the centers on June 8, 1967 (revised October 1968) may be obtained by writing the Migrant Opportunity Program, 1517 South Black Canyon, Phoenix, Arizona 85009.

Food Service

To maintain the health of the children and to promote healthy growth, children need adequate nutrition. Vitamin C, Vitamin A and iron-rich foods are particularly important in the diets of Mexican-American migrant children. The basic four food groups prescribe three to four cups from the dairy group, two or more servings from the vegetable and fruit group and four or more servings from the bread and cereal group. The Special Food Service Program for Children also gives basic requirements of foods to be served. If, in planning menus, the cook and/or center director is guided by these, she cannot go far wrong.

If the center is fortunate enough to obtain the services of a dietician in planning menus, then care must be taken to see that the cook follows the menus closely and that, if substitutions are made, the substitution is in the same food category. For example, cottage cheese, which is one of the dairy foods, should not be substituted for liver even though they are both protein foods. Liver is iron-rich; cottage cheese is iron-poor.

An excellent guide is the booklet published by the U.S. Department of Health, Education and Welfare, Food for Groups of Young Children Cared for During the Day, by Helen M. Hille (Children's Bureau Publication No.386-1960), obtainable from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20025, for 25¢. Materials may also be obtained from Head Start on all phases of food service for young children. See also the "Plan for Food Service" in Appendix B for details of the plan for the Hoopestor Project.

Traditional Mexican foods such as tacos (filled with meat, onions, cheese and topped with lettuce and tomatoes), enchiladas, refried beans, rice and the ever-present, all-purpose tortilla are nutritious and should be included frequently, but new foods should be introduced so that the children have a wide experience with a variety of foods. If the staff sets the example of enjoying a new food, the children will follow.

In Appendix F will be found the menus for the first two weeks and some information on the eating patterns of Mexican-American migrant families.

Foods appropriate to the child's age should be given. Because of the danger of inhaling peas, they should not be served to small babies without first being mashed, for instance. Small portions should be served and attention to color and texture should be given in addition to the nutritional value. A meal composed only of creamed carrots, mashed potatoes and stewed meat which is pasty grey in color is unappetizing to adult and child alike. The addition of green and red vegetables as in a salad and of crisp and chewy foods makes the meal far more acceptable. Finger foods are also recommended for small children who tire easily of the confining task of using forks or spoons, a skill they are still learning. Even liver, which should find its way into the menus frequently, can be a finger food when cut in strips, rolled in flour, egg and crumbs and fried crisp.

Social Services

In general, social services when considered in the context of the child development center refer to all the contacts with the families for the purpose of informing them of available services for which they are eligible and helping them to make better use of those services. The writer has had the good fortune to work with more than a dozen directors of child development centers for migrant children, all of whom were truly dedicated persons deeply concerned with the welfare of the families. Without exception, these directors have not limited their concern to the care of the children in the center, but have spent many hours counselling families, providing transportation to public health clinics or hospitals or going with them to arrange for legal aide or welfare assistance. Obviously time spent in this kind of work means less time for observing the classes in session, checking up on the maintaining of standards in the center, and planning and conducting staff training.

Therefore, a community worker is a needed addition to the center staff to the benefit of both the operation of the center and the families served by the center. The community worker will need to be able to speak Spanish fluently, to establish and maintain rapport with the families and with the agencies in the community, and be thoroughly acquainted with and enthusiastic about the program of the center. As previously mentioned, the duties of the bus driver may be combined with providing social services, for this would be feasible and economical. She need not be a trained social worker, although this would be desirable, but may be a person of high sensitivity and intelligence, who can ascertain when a family needs to be referred to a professional for help and when she can help the family herself.

The community worker's job begins before the center commences operation, for she will visit families with information about the center, its purposes, program and services offered and recruit children, obtaining the needed information and signatures on the enrollment and health record forms. This will be a job requiring sensitivity and skill. Before the worker starts her rounds, she should be carefully and thoroughly briefed on completing the necessary forms and on making explanations of the questions on the forms. For instance, when she asks the parent for a signature permitting the center to obtain medical care of the child, it is important that the parent have a thorough understanding of what kind of health services will be given and why they are deemed important before they sign. It is helpful, too, to set an example of the importance of understanding a document before signing.

That there will be a limit to the number of the children who can be accepted in the center should be clearly explained to each family. This will be a delicate part of her job, for as enrollments are made and quotas filled, she will need to inform some families that their child may not attend the center at that time but that as soon as there is a vacancy, they will be called. In some cases she may need to inform the family that the child does not meet the eligibility requirements which, of course, must be carefully explained.

Because the community worker will be the liaison or public relations representative of the center to the families and other people in the community, she should know the program of the center. Therefore, in the orientation week training she should be included in all general sessions when an overall picture of the proposed center operation is presented.

After the enrollment of children in the center is completed and the center is in operation, follow-up on absences of children will be needed. Often such absences are due to a misunderstanding or a problem with which the family needs help. If the absence is due to illness, the family may need assistance to get needed medical care. Sometimes clothes, particularly shoes, are needed and the family is embarrassed to send the child to the center. Whatever the problem, it will be her job to help the family obtain the needed assistance or, if the family has moved away, to report this to the center.

However, the community worker should be careful not to usurp the responsibility of a local agency; that is, her job is to inform the family of their rights and to refer them to the appropriate agency, but not necessarily to directly obtain the needed service; this may be the responsibility of another agency, in which case the agency should be notified of the family's need as well as informing the family of the proper agency to contact for the needed service. Sometimes it is wise to inform the family of a hierarchy of agencies with a sort of "If-you-can't-get-help-here-then-go-there" approach.

When injury or illness of a child occurs in the center, the community worker can be invaluable in locating the parent and providing transportation to the doctor or clinic. Since this may well occur when the worker is away from the center, it would be wise to instruct the community worker to call in frequently at intervals of approximately an hour to let the center staff know where she is or to find out if she is needed at the center.

The community worker, whose knowledge of the families will be such that she will know when they are not working, can also assist in bringing parents to the center to visit and to observe the program themselves. At such times the center director and the child's teachers can inform the family of the child's adjustment to the center and of the progress he is making in the center. Visits to the child's home should be made by the director or teacher also, but on the basis of practical experience and reality it can hardly be expected that every family will receive such a visit in the comparatively short period of a summer's operation. If the community worker has been in contact with the family and the parents have visited the center, a visit by the director or teacher may not be necessary.

As we have discussed the social services offered by the center, we have referred constantly to the role of the community worker. It should not be inferred, however, that the social services are her responsibility alone, for all the staff members have some role in this. And certainly reports from the community worker and conferences with her on the needs of the children and of their families should be a part of staff meetings, either total or partial. The role of the center must always be to supplement the parents' care of the child, not to supplant it, and to help the family maintain that closeness which is characteristic of the Mexican-American family.

Services Offered by the Hoopeston Project

All services described in the previous section were offered by the Hoopeston Child Development Center with varying degrees of success.

Transportation

The VCCAC was to provide the bus and bus driver, but on opening day neither bus nor bus driver was ready. Many phone calls by the center director and the aid of the IMC field representatives finally brought bus and driver together. The bus was, as previously mentioned, a discarded Navy bus which managed to perc along at a turtle-neck speed of five miles an hour until the seventh week of operation, when the motor burned out completely. Foruunately, VCCAC had another bus which the center director obtained by driving to Danville after having transported children home in her own car. A bus route was determined which included the three canneries and one stop for children resident in Hoopeston. These children who lived farthest from the center were picked up first, at 7:00 a.m., and returned home first, leaving the center at 2:30 for the scheduled ten-minute ride home. Occasionally a child who had not previously been enrolled was placed on the bus and brought into the center. That this happened underscores the need for an accurate attendance check as the children board the bus in the morning before leaving the pick-up point.

Health Services

In spite of predicted difficulties the health services were excellent, under the sensitive and diplomatic guidance of the center nurse, Carmen Enriquez. Each child and indigenous staff member was given an examination by one of the two local physicians, Dr. Fliesser and Dr. Garza, who were both cooperative. The public health nurse in Hoopeston, Mrs. Helen Kaufman, was also most cooperative and a great help to Carmen in acquainting her with the families and resources. She also provided the polio shots and other immunizations for the children.

In the sixth week of operation, hemoglobin counts were obtained for all the children. Previously, only those who showed the most obvious signs of anemia had received them and iron therapy prescribed.

Prescriptions for medications were purchased with funds from IMC and the nurse administered the medication in the center when indicated, and took the medication home to the parent, giving the parent complete instructions in Spanish in the proper administration of the medication.

In addition, the nurse kept accurate and complete health records on each child in the center. It is impossible to speak too highly of this dedicated girl, who certainly went the extra mile in providing top-notch health care for the children in the center, for in addition to the above, she gave special attention and care to a three-year old girl who functioned on a six-months level of development and trained and supervised the staff of the infant and toddler nursery.

But nothing is ever perfect, and by the seventh week of operation the center had not yet been able to obtain vision and hearing screening; these were available without charge, but time did not permit arrangements to be completed. And although a program of toothbrushing was started, other dental care was not provided due primarily to limited funds. It is hoped and expected that for at least some, if not all of these children the vision and hearing tests will still be made this summer, and that for another year funds for a dental program will be available.*

Food Services

Breakfast, which often included a hot cereal or pancakes, a morning supplement of juice and a snack, a hot lunch, and an afternoon supplement of milk were served daily and the children ate well. Some of them came back for as many as five servings of a well-liked food. The cook and the migrant aide with the help of NYC girls cooked and washed dishes for sixty children and anywhere from ten to twenty adults daily and with a great deal of vigor and cheerfulness. There were no complaints heard when visitors stayed to lunch.

The cook learned how to make tortillas and other Mexican dishes and the aide learned some basics of food preparation of a large number of people.

The first two weeks' menus had been planned by the Department of Home Economics of the University of Illinois, and even though by standards of nutrition and appropriate foods for children they were adequate, they did not meet the standards of the Department of Agriculture's Food Service Program for Children. This is due to the fact that these requirements include a greater proportion of whole-grain foods and of whole fruit or vegetable juice than many nutritionists think necessary. Since they are paying the bill, one is not in a position to argue with them! The menus for the first ten days, revised to meet the requirements, are in Appendix F.

The cook planned the menus for the remainder of the time and these were published weekly in the center's Newsletter. Unfortunately, although a list of the aforementioned "Requirements" and other resource materials were given the cook, the menus simply did not meet the requirements and therefore copies are not included in this report. This oversight was not caught until about the fifth week. When it was seen, one of the teachers who had a background in dietetics sat down with the cook and revised some of the menus to more nearly meet the needs.

In all fairness it must be said that the cook had only worked in a high school cafeteria previously and had not received special training in preparing and serving children as young as this. Her ability as a cook, her skill in kitchen management, and her devotion to the job must not be impugned, however, and the center was fortunate to have her.

Social Services

As previously indicated, it had been expected that the field representative for IMC would fill the role of the "community worker" described in the previous section. Because of her youth, inexperience and lack of training, she was incapable of doing this. As a result, none of the enrollment was completed by the time the center opened and the families had not received adequate information about the center. Therefore, all the social services fell on the shoulders of the director who, with the help of the nurse and the bus driver, did much to fill the void. The director obtained and gave information to families on food stamps, obtained the donation of shoes for children whose shoes were so small or worn-out that they could hardly walk in them, and talked with the families about the center's program, among other things. Plans for the teachers to work with the parents and give them suggestions for working with the children had to be laid aside for lack of time. Yet one cannot help but feel, after spending some time in the center, that the community is more aware of the needs of the migrants and the migrants of the potential of a good child day care program and of services that are available to them because of the work of the staff, the director, and nurse in particular.

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*In the eighth week, a mobile dental health unit came into the area and all children received dental care.

Policies and Procedures

There are certain matters that have to some extent been dealt with elsewhere, but which are quite closely tied to management practices of the center. Such matters as the hours, days and term of operation; recruiting, admission and discharge of children; personnel management; records and general business management, will form the content of this section. Some of these are outlined in the Statement of Policies and Procedures submitted to the Department of Children and Family Services which appears in Appendix B, but will be discussed in general terms here.

Hours, days and term of Operation

In planning for a center for children of migratory workers, the hours, days and term or length of operation will have to be decided. Factors affecting the decision are the needs of the families, the limitations imposed by the budget and the limitations imposed by the legal working hours of staff. For some families, child day care services are needed twelve hours a day for six or seven days a week for as long as they are in the area. In Illinois this may be as long as six months or if the family has settled out, twelve months. Yet unless one can have sufficient funds to employ a double staff, providing service for a twelve-hour day six or seven days a week is impractical. Even if there were not some legal restrictions on the number of hours an employee may work, her endurance would place this limit. Child day care is an arduous and demanding job. Only if the employing industry were to become so enlightened that they would provide child day care services to coincide with the work shifts would this be practical, and to the employer, in terms of hard, cold economics, the cost of the service might well outweigh the benefits, although the writer contends that a mother who is not worried about her child is a better, more efficient worker.

By staggering the staff schedules so that some come in early and some later, it is possible to extend the center day to ten or even twelve hours. The writer recommends this course rather than a complete change of staff midday with each staff working less than an eight-hour day as has been done in some centers. The needs of the children must be a deciding factor here. The very young child cannot tolerate too many different persons with whom he must interact. It would be particularly difficult for him to be put down for a nap by an adult who had been with him all morning and awaken to find that person gone and another adult in charge. It would be easier to start the day with one adult, have another join the group later during his active play time and have this latter person eat with him, put him down for a nap and be there when he awakens.

In planning staff schedules for an extended day, the director will need to plan carefully so that there is always sufficient staff on hand to provide for safe care of the children. The most active time of day is generally the period from directly after breakfast until the children are down for naps after lunch,and the full staff will be needed at this time. Generally it is wise to schedule the cook on the early shift and the cleaning lady or janitor on the late shift and, since there will probably be two adults in charge of each group of children, one should be scheduled for the early hours and the other for the late.

As the working hours for agricultural workers change with the growing seasons, the director should be alert to these changes and change the center hours to more nearly meet the need.

The term or length of the program will be determined by such mundane considerations as the amount of funding available and when the building is available. This last may also have an effect on the hours of center operation if the location is a church. Ideally, the center should be a year-round, community operation which adds staff during the season when the instream migrants are present to care for the extra children, but things are seldom ideal.

Recruiting Children

Before starting to recruit children for the center, it is important to lay careful plans, to determine who will do the recruiting, to establish what the guidelines will be and to train the recruiters in proper procedures.

The poor have been surveyed and questioned to the point of harrassment. Promises have been made and not kept. Truthful answers have kept them from obtaining needed services. And so they are with good reason suspicious of anyone who comes questionnaire in hand. Therefore, it is extremely important that the recruiter has the ability to establish instant rapport,and his battle is half-won if he (or she) is a Mexican-American himself (or herself).

Careful recruitment procedures can help to lay a strong base for trust. Carelessness can destroy the program before it starts. The family must know what services you have to offer, but it is wise to make no promises. Both an oral and a written (in Spanish) explanation of the purposes and program of the center, the number of children who can be admitted to the center and the criteria and priorities which will determine which children may be admitted should be given. The enrollment forms may be completed and the health history filled in on the health record. Signatures on both may be obtained. However, the parents may assume that their signatures automatically mean that the children will be accepted and it may be better to obtain the signatures on a second visit when the parents may be notified that their children will be admitted to the center. Depending on the area, the number of families and other pertinent factors, the director, advisory committee and whoever will do the recruiting may wish to pursue any one of several courses, but proper recruitment procedures and enrolling the children before opening day will help to make the starting of the program much smoother and establish a favorable climate of acceptance of the program. Three suggestions for procedures are:

1. Survey the area to obtain the names of eligible children and to answer predetermined questions of priority criteria; decide which children will be accepted and then make home visits for the purpose of enrolling children as described above

   OR

2. Visit all families with eligible children and complete enrollment forms but do not obtain signatures. When the list of children who will be accepted has been compiled, return to the families and obtain health histories and signatures. Notify the remaining families that their children's names will be placed on a waiting list and they will be called when there is a vacancy

   OR

3. Obtain all information and signatures on the enrollment and health

record forms. Inform the families that they will be notified later of acceptance. Determine which children will be accepted. Notify those families of their acceptance and the time and place to bring their children on opening day. Notify the remaining families that their children's names will be placed on a waiting list and called when there is a vacancy.

The advantage of the third course of action is that the notification of acceptance or (temporary) rejection may be done by means of a letter. This letter should be hand delivered and this second call on the family may be much briefer. However, on the initial visit great care must be taken to insure that there are no misunderstandings.

Since many of the women contacted will want work in the center, the recruiter should be warned to make no promises but should be equipped with details on how to apply for work.

Acceptance or Admission of Children

Since not all children who need child day care can be accepted in the center, it is important to establish clear guidelines or priorities for admission. These will include considerations of such things as age of children, number of other children in the home, family income, availability of child care for the family and whether the family intends to be in the area during the entire period. Once these guidelines are established it is important that extreme care be taken to follow them as closely as possible with the information that is given by the parents. If any exception is considered, it is wise to make this a decision of the advisory committee. We cannot overemphasize the need to be fair and not to "play favorites" or even give that appearance.

Discharge of Children

The reader is asked to refer to Appendix B, "A Statement of Policies and Procedures," for a guide to discharge of children. In principle, each absence should receive a follow-up call to determine the cause of absence, but in practice this is sometimes next to impossible to do. This is the reason for suggesting that a child who is absent six consecutive days be dropped. It is reasoned that in the case of most common childhood illnesses the child is not out more than a week. Sometimes the parent may be reluctant to give the true reason for keeping the child at home and obligingly tells a caller that the child will be back the next day. It is suggested that if such a response is received and the child continues to be absent for more than a week, dropping the child from the rolls is the most sensible course of action. There is a delicate balance, after all, between showing interest and concern for the welfare of the child and prying or telling a parent how he should rear his child.

As for a mental, physical, or social handicap, discharge or refusal to admit a child will depend on the ability of the staff to care for the child without detriment to the other children. If discharge is deemed necessary, certainly the community worker and/or director should make every effort to make an appropriate referral.

Legal Responsibility for Children

Migrant families regrettably have little awareness of their legal rights, but this does not excuse the center from being aware of their legal responsibilities. The center staff is responsible for a child from the minute he boards the bus until he leaves it near his home in the afternoon. All staff members should be fully aware of this. Therefore, it is extremely important that the staff know when a child is in the center and when he is taken from the center and by whom. It is well to have a registry to be signed by parents who bring their own children to the center and who take them from the center. Such a registry should include the child's name, the time he is brought in, the time he is taken from the center and the signature of the parent or person delegated by the parent to take the child from the center. If children are brought in on the bus and returned home on it, the names should be carefully checked on both trips. In the writer's experience this has not been enforced in far too many cases. It is difficult; it is time-consuming; but it can well prevent a tragedy. In one center where the director was alert, a father who was separated from his wife and had been threatening her came for his child. Trouble was prevented because the director knew the father was not to take the child and would not allow the child to go with him.

Personnel Management

Personnel policies are quite well outlined both in Appendix B and in the section on staffing. Establishing a good working relationship among staff members is an art well worth developing. A visitor to a center can quite readily tell when there is a good feeling and consequent good teamwork among staff members. It is apparent in the way in which the staff members go about their work without constant direction. And it is apparent in their attitudes toward the children and toward each other. It is the result of an attitude of respect and understanding for the capabilities and needs of each person from the director on down to the newest NYC girl or student helper. And it is the result of a recognition put into practice of the need for clear channels of communication among all staff members. Mrs. Letha Grimes of Willcox, Arizona, wrote an excellent description of good personnel management practices under the title "Staff Supervision" in A Guide for Managers of Child Day Care Agencies. This may be obtained either from the Migrant Opportunity Program, 1517 South Black Canyon, Phoenix,Arizona 85009, or from ERIC, Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801. The latter is currently in the process of reproducing the Guide on microfiche.

Records and Reports

The most onerous part of child day care center management is without doubt the records and reports which must be made. Twenty-five different record or report forms are listed and descriptions for use given in Appendix B. Of these, eight are required by the Illinois Migrant Council and four by the Department of Children and Family Services for their records. Even without the necessity for reporting to one or more governmental agencies, some of these twelve reports would be necessary. For even though one has reason to gripe about the "mountain of paper work" this entails, accurate and up-to-date records provide evidence to show that the child development center is needed, is being careful with the funds given it for operation and is doing what it purports to do. Records are needed as a measure of:

1. Accountability: Are the funds being properly spent and accounted for?
   Are the children receiving maximum benefit from the expenditures?
   Is the program serving families in real need?
2. Feedback: Does the attendance indicate that the center is providing the kind of care the families want?
   Does the amount of staff turnover indicate that the personnel policies are favorable?
3. Evaluation: What kind of progress is each child making?
   What kind of progress is each employee making?
   Are children getting the needed health services?
4. Precaution or safety: If a child has left the center during the day, was he in the company of an authorized person?
   Are medications given as prescribed?
   Did each employee receive the correct amount of money for the amount of time worked?
   In case of an accident was proper care given?

Quite probably a director could and would answer each of the above questions affirmatively, but the records will support or deny the verity of his affirmation. When records are poorly kept, the center operation may also be suspect. On the other hand, when an investigator comes, happy is the director who has all the correct information at her fingertips.

The record forms used in Hoopeston were forms in use by IMC, the Department of Children and Family Services, or were designed by the coordinator originally for use in Migrant Opportunity Program Child Development Centers (Arizona) in order to fill needs felt by center managers (directors) to organize information needed by the funding agency or to have more accurate records on the children and affairs of the center.

Policies and Procedures in Action
The Hoopeston Project

Hours, days and term of operation

In the planning committee a considerable amount of time was devoted to discussing the hours and days of operation; the term had already been set at eight weeks by the terms of the contract with the University of Illinois. In the end, it was determined to operate eight hours a day for five days a week. Factors which affected this decision were the difficulty involved in finding an adequately trained professional staff who could deal with a longer day and the effect of an extended day away from their families on the very young children. A plan for training and hiring migrant women to care for the children in the camps before the bus picked up the children in the morning and after they returned at night simply did not materialize due to lack of money, time and personnel. The staff of the center reported no adverse feedback on the eight-hour day, however.

Recruiting Children

In the recruiting of children our most dismal failure must be reported. Two weeks before the opening of the center, the field representative for Illinois Migrant Council was given seventy-five enrollment forms and instructions for recruiting and enrolling children. On the day of the opening not one child was properly enrolled and it seems almost a miracle that all the children were brought safely to the center and returned to the proper camps without incident. Not until the third week of operation were the enrollment forms completed and signatures obtained by the director, who, herself, made the necessary visits. The nurse was still obtaining information and signatures on the health records in the seventh week. And so it is out of bitter experience that we make the recommendations contained in the previous section and in the section on social services.

Acceptance or Admission of Children

Over ninety different children were enrolled in the center by the director. When necessary to place a child on a waiting list, the director explained to the parents that the quotas were filled. She reported that they accepted the explanations well in all cases. One severely handicapped child was accepted in the center after consultation with the nurse to whom she would be assigned to ascertain that it would not be too burdensome to care for her in addition to her other duties. The center director related that parents would come to her asking to enroll other children when she visited the camps.

As the reader can well imagine, with no prior enrollment or preparation the first few days were hectic with many children crying. As a result of this experience, it is strongly recommended that only a few children in each group or class be brought the first day and a few more the second and so on until the enrollment is complete. This applies particularly to the younger children. It is believed that this would greatly help in the adjustment process.

Discharge of Children

Before children were dropped from the rolls by reason of absence, a follow-up call was made on the parents. In a few cases it was found that the families had moved away, but more often the parents reconsidered and withdrew the child. In most of these cases it was after only one day of attendance and because the parents had heard that the child cried all day in the center and felt that the child should stay at home. The process of adjustment to a strange situation by a child was little understood by the families. For those who remained in the center, the meals, the routines and the activities of the center became something the children looked forward to eagerly. One little eighteen-month boy cried for two whole days when he first came, but he became gradually more and more adjusted and in the fourth week he trotted in, went directly to the place where his bib was kept, waited until it was put on and then trotted into the dining room and sat down at the table ready to eat breakfast. He was ready to start a day full of happy activity.

Altogether only twenty-four children were dropped from the rolls.

Personnel Management

As stated elsewhere, the morale of the center was excellent. The director held frequent staff meetings and dealt with problems quickly as they arose. All staff members were busy and with jobs that they quite evidently recognized to be of value. Most impressive was the way in which they saw things to be done and acted upon them and the amount of overtime they put in. The center director was firm, and if the employee was not measuring up to expectations she was informed of this fact and given the choice of making the required improvements in her performance or leaving the job. Only one NYC girl was actually discharged for failing to be at work when needed. In the last two or three weeks there was considerable turnover of personnel because of the advent of corn-pack at the canneries. Since it was known that the child day care center job would end on August 14, one can hardly blame employees for wanting employment at the canneries; however, only one adult aide and one NYC girl left to take jobs there. Others worked during the day in the center and at night in the corn-pack. The cleaning lady and the secretary, who were mother and daughter, were hired by a new Mexican restaurant as cook and waitress, an opportunity for full-time employment which they could not afford to pass up. In no case did an employee quit and walk off the job unhappy with working conditions.

Records

Virtually all the records on children and employees were up-to-date. When visiting the center with a licensing representative, it gave the coordinator great pleasure to go the files, when the center director was busy elsewhere, and to be able to show the representative completed enrollments and health records on the children, progress reports on the aides and other completed records. In addition, the teachers were quite faithful in keeping progress reports in the form of anecdotal records on the children. However, a more complete evaluation of the system of records for the center will have to be made by the director herself.

Educational Program

Educational programs for young children in their first five years of life are today being produced at a rapid rate. One reads of the Deutsch Model, the Becker-Engelmann Model, the Karnes Model, the Weikart Model, the Tucson Model.* Head Start is now engaged in a program in which many of these models are being reproduced in areas separate from their point of origin.

To the writer's knowledge, only two have specifically dealt with Mexican-American children: The New Nursery Schools, under the direction of Glen Nimnicht, Oralie McAfee and John Meier, and a program in the Good Samaritan Day Care Center in San Antonio, Texas.** Many of the principles inherent in the New Nursery School Program were incorporated into the Hoopeston Project, and it had been planned to use a language master. The approach used in Texas was one of presenting a lesson in English and repeating it in Spanish. This was rejected for the Hoopeston program both on the advice of a teacher who had worked with Spanish-speaking children and who felt they would "turn off" the English in favor of the Spanish when they found that the same lesson would be repeated, and because it was decided to work with a less structured approach.

The Educational Model for the Hoopeston Project

As the reader may have guessed, it was decided to take a developmental approach. The Curriculum Plan which appears in Appendix B outlines the educational program of the Hoopeston center. It is based on the twin principles that the infant and young child at his own rate passes from stage to stage of development, each new stage building on the previous stage; and that a young child learns through interaction with his environment, which includes modeling or imitation of others, both adults and children, reinforcement; that is, the tendency to repeat those behaviors which bring him a pleasurable response, and manipulation or exploration of things in his physical environment.

Such an approach implies considerable freedom for each child to explore on his own and the need for one-to-one interaction with an adult who is aware of the child's stage of development and can encourage him to try the next step.

The educational program of the Hoopeston Project basically lay within the teachers who used the developmental norms for each age group as objectives to reach for (or beyond if the child was ready) and selected activities which would help the child reach this level. A wide variety of activities was included and routine situations were seen as opportunities for learning also.

Planning an Educational Program

In planning an educational program, factors which must be considered are the Goals, the Curriculum, the Method, the Organization, the Scheduling, Room Arrangement and Evaluation.

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*The Tucson (Early Childhood Laboratory) Program has also worked with Mexican-American children as well as impoverished Negroes and Anglos.

**For up-to-date information, write Dr. Edwin Hindsman, Executive Director, Southwest Educational Development Lab, 800 Brazo, Austin, Texas 78701.

Goals

In addition to the broad general developmental goals which are suggested in the "Curriculum Plan" (Appendix B), short-term behavioral goals should be made and should be quite observable and specific; e.g., the child will consistently wash hands before eating, or the child will walk holding onto furniture, or will select without help from a catalog pictures that are predominantly red (or other specified color).

Curriculum

Curriculum may be considered as the activities and materials used which are designed to meet the objectives specified by the teacher. Using the above examples, in the first instance the teacher should determine with the aides the means by which they will teach the children to wash their hands before eating. This may include a story, a filmstrip, a demonstration, or pictures about the need for washing hands before eating, a routine of taking the childre to the bathroom to wash their hands before going to eat and inspection of hands before approaching the table with social reinforcement (praise) for clean hands still cool from the water.

In the second example, to teach a baby who is at the appropriate age to walk but is not yet walking, the teacher may need to determine successive approximations which may include pulling the child to his feet by his hands from a sitting position, placing a well-liked object just out of reach above him in such a way that he can see it and pull himself safely to his feet to approach it, and so on.

For the third example, exercises or games which involve pointing to objects of a specified color and instruction will undoubtedly be needed before a catalog, scissors, paste and a poster marked RED placed on a table will elicit the behavior of selecting pictures that are mostly red and pasting them on the poster.

Method

The method suggested in this program is similar to the open classroom method in which a variety of activities are provided, the child chooses freely, and the teacher works with the child to plan, to evaluate and to increase his learnings from the activity selected. There are other,more structured methods in which the children in a class, either as a total group or in separate small groups, each with a teacher, are given specific instruction or led in specific activities designed to meet some predetermined goal. A good example of this latter method is the Karnes model, in which the children are divided into small groups and are given three lessons of approximately twenty minutes each in the three areas of social studies, mathematics and language. The teaching periods are interspersed with greeting period, music, juice and directed play. The lessons are prewritten and include specific behavioral objectives, a game or activity designed to meet the objective and criterion tasks by which success is evaluated.

The Organization

The organization of the educational program pertains to the class size an age span and the grouping used. In the Hoopeston Project class size was determined by the limits set by the Standards for Licensed Day Care Centers and by the size and location of the available rooms. A one-year age span was used in each of the five classes, although the children in their second year of life (the one-year olds) and those in their third year were in one large room and only partially separated by shelf units.

This age grouping has been the most popular in America to date. However, family grouping (mixed age) is rapidly becoming more popular and has some positive benefits. One needs to be sure, however, that the older ones are not spending virtually all of their time working with the little ones, but are learning new things at the growing edge of their own level of development. This is particularly true of Mexican-American migrant families, where often the older child is required to care for the younger ones.

No brief is held for either one-year age span or family grouping since the effects of the latter, if it has been tried, have not been reported. It might be suggested, however, that the experience in the day care center might present an opportunity for each child in a family to develop his own individua identity which he might not otherwise have when constantly with his siblings.

It is recommended that only for very short periods and a very few times during the day should instruction be attempted with the total group. The teacher may wish to get the group together to present a new activity, or to evaluate the day's activities and plan for the next day. But generally she should move from cluster to cluster of children, working with them on whateve activity they are engaged in and assign the aides to work with some particula group. Or she may, as in the Karnes model, gather a group of five or six together for a specific period of instruction or activity which she wishes to engage them in.

The Scheduling

The scheduling of the educational program for children under six should be quite flexible. For the welfare of all, the arrival, meals, naps and departure must be on a regular fixed schedule, and by these the parameters of the schedule are set. Conditions may also be such that the time for outdoor play must also be scheduled, but if there is adequate supervision and the building is so arranged that the children can go in and out at will, this is desirable. Definite times for toileting may also need to be arranged more for the teacher's convenience than the children's. These children have had so little experience with indoor bathrooms that this may form an important part of the instruction,particularly in the beginning of the program.

Room Arrangement

The room arrangement is an important part of the teaching in a developmentally oriented and open classroom. There are many excellent articles on room arrangement and the person who is developing the educational program is urged to refer to them. With care and thought, even the most drab surroundings can look attractive and inviting when the space is divided into interest areas with materials thoughtfully laid out and appropriate pictures hung on the walls.

Language

In a child-development center whose major clientele is Mexican-American, and Spanish is the language of the home, the teaching of language poses some problems.

Language is an integral part pf a culture and to forbid the children to spea their own language is to say in essence, "The culture of your parents is no good. In addition, is difficult to comfort a bewildered, upset child in a language he does not understand. Moreover, when the program is over, the child will return to a home where little or no English is spoken.

On the other hand, these children are now in a country where English is the language of the land and few people can understand or speak Spanish. The childre will be entering first grade soon and may encounter teachers who will punish ther for speaking Spanish or who will immediately assume that because the child does not speak English be is, therefore, somehow incapable of learning. Even if his first grade teacher is an understanding, sympathetic person, to be able to speak English would be an immense advantage to him as he enters a school north of the border.

Thus, in planning an educational program the teachers are faced with the question, "Is it better for the child to learn his own language well and to lear concepts in Spanish, or is it better to concentrate on learning English?"

In the planning committee much time was spent in discussing this. With all the expertise of the University no one came up with any research data that would give us clear direction on this, and, indeed it is an area where research is needed.

In the end it was decided that while the teachers who did speak Spanish would, in the process of interacting with the children, teach them English, no concentrated effort was made to teach English, rather, aides would be permitted to speak Spanish and would be encouraged to teach the concepts that were to be taught in Spanish. On the other hand, with the older children a concentrated effort would be made to teach as much English as possible in the short time allotted.

The writer, on the basis of reading in the area of infant speech and of observing her own granddaughters in the prelanguage stage, came to the following conclusions about the effect of using Either language with very small children:

> "Infants under the age of two tend to learn patterns of intonations, phonemes, and a few disparate words. Whether hearing the different patterns of English and Spanish will have any adverse affect is unclear... We may well find, as we have in many children brought up in a home where one member spoke another languagethat they can in fact learn to speak more tham one language quite easily ...
>
> There is good reason to believe that persons caring for infants in a day care center should be trained to talk to each infant whenever personal contact is made in the process of hathing, diapering and feeding. Also, the staff should be trained to reinforce babbling by giving attention to each infant when he makes some sort of vocalization of this type." #

York, Mary E., Language Development and Object Constancy in Infants (an unpublished paper)

Dr. Lavatelli, on reviewing the above, made the comment: "But how to form and retain Spanish is a question. Maybe they should hear good Spanish. Or maybe parents taught good Spanish to talk to children with. What an asset then!"

It is interesting to note that at a very early age children can recognize which persons they can speak one language and to which in another. In the Hoopeston Project, it was therefore recommended that whenever possible teachers of the older children use English and communicate their meaning with gestures without resorting to translation.

The problem encountered here is that the children still learn a language that is neither Spanish or English but, among these people from the Rio Grande Valley, a language that is called Tex-Mex, for they know some words only in English and others only in Spanish and some in both. Whether this is bad or good is another question.

Is it better to be sure that children learn the vocabulary to go with their perceptions and concepts in Spanish first and then in English? Or is it more efficient to teach the English vocabulary and the concepts at the same time?

It seems that more questions have been raised than there are answers. The reader is referred to the "Summary and Analysis of Opinion Survey on the Teaching of Language" which is in Appendix A, p. A-61 for further discussion of this problem and the conclusions reached. One who is charged with designing the educational program of teaching language and in particular of teaching English should consider all factors carefully before deciding the course of action to take. The writer's personal opinion is that all teaching of the oldest group of children should be done in English, but that the teacher or aide should be able to understand and respond to a child's Spanish, repeating his question into English and answering in English. This should be done matter-of-factly with no implication that Spanish is necessarily banned or frowned upon, only that the teachers and aides will set a model of speaking English and reinforce the speaking of English by the children. For either this class or for the younger children, the writer would attempt to find a trained teacher who speaks Spanish,but if a choice had to be made would, as was done in Hoopeston, choose a teacher trained in early childhood education methods over one who spoke Spanish but had little or no such training. However, Spanish would be used primarily with the younger children as the aides under the direction of the teacher worked with them.

The Educational Program of the Hoopeston Project

In discussing the educational program in action in the Hoopeston Project, the writer can only do so from the point of view of an observer and consultant who visited the project about once a week. A more complete analysis will have to be made by the center director.

Goals

There was considerable evidence that within the framework presented in "The Curriculum Plan" the teachers had set goals that were quite clear and that these goals were based on the individual child's stage of development. The goals (or objectives) may not have been neatly and concisely written down, but more importantly they were implemented by both the teachers and the aides. The clearest example was a three-year old whom we will call Maria. Mrs. Kaufman and Miss Frichtl, both nurses who worked with the migrant families, requested that Maria be admitted to the center. Maria was functioning on about a six-month old level or less. Miss Enriquez, who was in charge of the infants, was consulted and she felt that she could work with her without detrimental effect on her other duties and Maria was admitted. That Maria should function on her own age level was obviously an unattainable goal in the short time allotted. One major goal was to have Maria walk. To accomplish it in less than eight short weeks was too much to hope for, but successive approximations could be planned; Maria could be taught to sit up, to pull herself to her feet, to stand alone. Each day Miss Enriquez worked with Maria; each day progress was made and new goals set; and, yes, Maria did stand on her own two feet reaching for Miss Enriquez's hands but not touching them, and walked holding onto furniture or with help. Another goal that was reached was to have her eat solid foods.

A goal set for a group of two-year olds was to understand and respond to the English words "walk" and "stop." This goal was communicated to the aide, who worked with the children to reach this goal.

Curriculum

The curriculum for the infants included talking with them when they were bathed,diapered and fed, crib mobiles which moved and made a noise when the baby pulled a bead which was within reach, watching the other children while sitting in a baby seat and putting them down on a rug and playing with them.

The toddlers had the free run of the room and many toys. The aides looked at books with them, showed them how to play with toys, took them outside to play in the grass, talked with them, toilet trained them, and taught them such routines as getting bibs put on, going to the table and sitting at it for meals, washing their hands and listening to music and dancing.

The two-year olds had a varied curriculum which included a great deal of painting, collage and other art activities, music, dancing, field trips to a store, nature walks from which they brought back leaves, stones and branches to display on a "science" table, such movements as somersaults, skipping, running and jumping, simple puzzles and form boards, doll play, block building and water play. In addition, large clear teaching pictures were used and English words as well as Spanish words were taught.

The three-year olds, in addition to much of the above, engaged in woodworking, chemistry experiments (e.g., dissolving the calcium from a chicken bone in vinegar, combining vinegar and soda), role play not only in the housekeeping corner but as doctors and nurses. They learned such English words (and their meanings) as "calendar" and "July," among others. Various types of measuring, both with scales and with tape measures were used. Lotto games and working with manipulative materials designed to teach concepts of classification, seriation and numeration and to increase perception of shapes, colors, likenesses and differences were popular. The teacher listed working with manipulative materials and matching games, carpentry, water play, art work, doll corner play, blocks, planning time (short conversation on some subject) and meals as the best-liked activities.

The teacher's values and preferences often determined the kinds of activities chosen. In the four-year olds' room, for instance, one did not see as much role play or chemistry experiments as in the three-year old class, but there were more growing plants and more often activities planned and put on the tables at certain times and not at others. As examples of these planned activities, tactile letters which could be traced were placed on a table with paper, pencils and crayons. At the same time on another table were placed scissors, paste, catalogs and nearby, a large sheet of manila paper with the word "yellow" printed in the appropriate color.

A very wide variety of art media was used also. In addition, puzzles, lotto games, cooking, woodworking, doll corner play were used. A daily story time, when the teacher read a book to a few while others looked at books of their choice or listened to another story read by an aide, was held. In both the class of three-year olds and in the class of four-year olds, flannel boards were used both to teach such things as shapes, colors and numbers and to illustrate stories told.

Method

In general the method described in the previous section was used. The children had a free choice of activities while the teachers and aides moved from group to group supervising, asking questions or making comments to increase their learning. Occasionally all the teachers gave some special instructions or led conversations with the total group. Twice weekly a volunteer who had a special talent for teaching songs and musical activities came and worked for a half-hour with each class. Her work with the children involved presenting a song while the children listened and watched, and then having the children perform as she had showed them. The teachers and aides also used this method when they wished to teach some special activity. As an example, one day the aide was observed walking down the hall with a group of two-year olds chanting "walk, walk, walk, stop," and matching her actions with her words.

Scheduling

In addition to the parameters set by arrival times, the serving of all meals (including snacks) and naps, the times for the different groups to go out on the playground were scheduled. The classes were held in basement rooms well-separated from the playground and the playground was not fenced. It was therefore not feasible to allow the children to go freely to the playground when they wished.

The schedules for the infants, toddlers, and two-year olds were very flexible and designed to meet individual needs as much as possible. More structure was seen in the schedules for the three and four-year olds. As an example, the schedule for the four-year olds was as follows:

7:30-8:00	Arrival, wash-up, free play with manipulative table toys
8:00-8:30	Breakfast followed by toothbrushing
8:00-9:30	Activity Period I--free choice of all activities with some standard choices and some planned variations
9:30-10:30	Outdoor free play and physical education
10:30-10:40	Toileting and washing hands
10:40	Morning supplement
10:50-11:20	Activity Period II--free choice of activities as above
11:20-11:30	Clean-up and wash for lunch
11:30-12:00	Lunch
12:00-12:30	Reading books
12:30- 2:00	Naps, toileting, washing hands
2:00- 2:15	Afternoon Supplement
2:15- 3:30	Outside or indoor play and preparing to leave (First busload of children left at 2:30)

The schedule for the three-year olds was similar with outdoor play a half-hour earlier and meals served a quarter to a half-hour earlier. The younger children also ate earlier than the oldest group.

Room Arrangement

The whole staff put much thought and effort into making the rooms as attractive and well-arranged as possible. In the infant nursery, large, bright pictures adorned the walls and the furniture was arranged to provide some quietness for sleeping babies as well as saving steps for the nurse and aide. In the main room, low shelves on which were toys for the toddlers partially divided the room in two areas, one for the toddlers and one for the two-year olds. The remainder of the room was divided into areas for looking at books, playing with dolls, playing with wheeled toys, playing with manipulative toys and building with blocks. A separate room was set up for listening to music, art activities and science activities. In this room there was a "clothesline" strung for drying pictures and the children's paintings were hung around the room. A bulletin board with pictures of various vegetables that are grown in the area and of farms appropriately labeled was across one side of the room.

In the three-year olds' room, the area for block play and for doll play were adjacent to each other. On the opposite side of the room there were areas for working with manipulative materials, listening to music, trying chemistry experiments and reading books. Well-separated from the other areas was the easel painting and other art activities area. On one wall was a construction paper tree measured off in inches and from whose branches hung leaves each at the height of the children whose names appeared on them. The walls were decorated with both teaching pictures and the children's art work.

The four-year olds used two rooms which were opposite each other. In one was a housekeeping corner. This was decorated with a mock-up of a window complete with curtains. Separated from this area by storage shelves but adjacent to it was the block-building area. This area was so isolated that elaborate block structures could be left up if desired without being in anyone' way. Near the door and thus always within sight was the woodworking area. A fourth area was for games, manipulative toys, puzzles and other table activities. In the other room were the art activities, the book area, the science area in which were growing plants and implements for measuring things. Here too were teaching pictures and many samples of the children's art work hung.

The rooms were not always the same, and when some new activity was to be introduced a special table or area was set up for this. The woodworking materials were shared by the two older groups, each group having the materials for some portion of time.

Language

The language teaching took place in the course of play and of routines. At first the aides translated frequently and gradually less and less translation was needed. However, the teachers did feel greatly handicapped by their inability to understand Spanish, for they could not build on what the children were saying. With the smallest ones practically no English was used since the nurse was herself a native Spanish speaker. The teacher with the two-year olds gave the least appearance of frustration; perhaps because she had some knowledge of Spanish; perhaps because the children had not yet developed a Spanish vocabulary of any size. She and her aide formed an excellent team and the aide followed through on her suggestions for teaching the children and enriching their Spanish vocabulary. Since the teacher worked with the children in English, they began also to develop an English vocabulary. As an example of this naturalistic method of teaching, at one time the aide was observed to take advantage of a routine situation to have a child point to body parts as they were named and at another she was seen seated under a tree reading to a group of children.

The teacher of the three-year olds stated that she would sometimes read a story entirely in English with no translation if the children's interest remained high and there were a sufficient number of clear illustrations. This teacher confessed to not having a good ear for languages and consequently showed the most frustration at not understanding the children. She grew rather used to it, however, and related with surprise incidents when the children voluntarily spoke very clearly in English.

The shift from frequent to infrequent translations was more apparent in the four-year olds' room where the teacher made a definite effort to increase the children's knowledge of English. Here it had been planned to use a language master and its use might well have increased the number of English words the children learned. However, the language master which had been promised did not arrive.

It seemed apparent that the children were becoming more responsive to English, but how much they learned was difficult to gauge. The coordinator post-tested some six children from this room using the Pre-School Inventory and giving the test in both English and Spanish. She found that often the children would respond to a Spanish question in English or vice versa. Occasionally they made no response to a question in Spanish but did in English. How much of this English had been learned here and how much previously was not determined.

Furnishings, Equipment and Supplies

Included in Appendix B is a list of furnishings, equipment and supplies for a child day care center for approximately sixty children. The list was revised from the original list submitted to the Department of Children and Family Services on the basis of what was used in the Hoopeston Project.

The list may serve as a guide to those who would plan a similar center. However, it is difficult,if not impossible, to classify the items on the list as essential, highly desirable or optional. Each center will be located in a building with different built-in features, will have a staff with different priorities and will serve children whose needs are different.

Much of the equipment need not be purchased new if there are volunteers in the community who are willing to make things for the center. A number of books are published with designs for children's playthings. Nesting toys may be made from three sizes of coffee cans; rattles may be made from detergent bottles with the caps glued on; cuddle toys may be made from scraps of cloth stuffed with nylons (which makes them completely washable); and matching games may be made from surplus floor tiles cut in shapes. There are a thousand and one different materials that may be made for little cost which will come close to duplicating the toys that are seen in the pages of catalogs.

Certainly if materials are to be made the planning must be made well in advance, and even if they are to be ordered new,more than a month should be allowed for delivery.

Because catalog prices change so readily, prices were not included on this list. If all equipment is purchased new, it would be wise to allow approximately $5000.00 for it.

When deciding what equipment shall be purchased, it would be wise to consult with the teachers and other staff members,for some of the items included on the list which appears here might be items they would never use and there may be other items that they feel would be most useful.

When the materials are delivered, be sure to check the delivery against the original order and immediately enter it on an inventory list. One bitter experience of being stuck with materials that were not ordered or not knowing if items ordered have arrived should convince a person of the necessity of this precaution.

The careful and consistent and immediate use of the perpetual inventory (See Appendix B, Pages B29 and B49) can be of immense help in keeping track of all consumable supplies and help in ascertaining when a new order must be placed. In addition, an inventory of furnishings and equipment with a notation of its location is a must for any well-managed center.

Furnishings, Equipment and Supplies for the Hoopeston Project

As has been mentioned elsewhere, it was planned that the Illinois Migrant Council and the Vermilion County Citizens Action Committee would review the submitted equipment list, let the coordinator know which items were available, and which would need to be purchased. This was not done, however.

The executive director of VCCAC, in a letter to the coordinator, listed the items which they would purchase for use in the center this summer and to be returned to them for use in their Head Start programs. However, when the coordinator made a trip to Danville the end of May, no one had any knowledge of such an order and the director was on vacation. The Head Start director,on the strength of this letter, placed a rush order for the items on the list and some of them were received. The language master, however, was never received nor were promised record players.

Many hours were spent by both the coordinator and the center director rounding up the needed equipment. Dr. Bernard Spodek, Dr. Max Beberman and Dr. Merle B. Karnes of the University were most generous in permitting the center to borrow equipment and materials used in their programs,and these were transported to Hoopeston in station-wagon loads by the coordinator and the center director.

Cribs were purchased from a local furniture store and other nursery supplies from a mail-order supply house. With the money in the University contract budget, instructional materials under $15.00 in cost per item were purchased.

Even after the center commenced operation, the director was frantically trying to locate equipment. Chairs, tables, cots and some play equipment were borrowed from VCCAC. A truck was sent to Morengo to bring some cots from an IMC project there which would be needing them. Equipment was supposed to come from a no-longer-operating project in Cairo but never arrived.

It was fortunate that the center was held in a Hoopeston school and that the cook was a cook who also worked in the high school there, for she had access to the materials needed for cooking. The school also provided some shelves, tables and chairs.

By the third week, however, the center had most of the furnishings, equipment and other necessary materials on the list, but there were never as many tables and chairs as the teachers would have liked, nor were there enough books.

And without having had a language master, we never knew how effective that might have been in teaching English.

It is hoped the reader, if he plans to operate a day care center, has better fortune in obtaining the necessary furnishings, equipment and supplies in advance of operation and does not find himself at the last minute in the kind of straits that were the case here.

The center was fortunate in receiving the donation from a Presbyterian church group of sheets with corner ties for all cots and of bibs for the younger children. The infant nursery staff was grateful to Mrs. Kaufman for the use of a rocking chair.

Evaluation

Is the center really worthwhile? Are the children actually benefiting from being in the center? Are those who fund the center getting their money's worth in improved health, knowledge and skills for the children? What effect does the center have on the community?

These are questions that will be asked and a plan for evaluation should be made. In an eight-week program, few of these questions can be answered satisfactorily, yet one who works with the center cannot help but have strong feelings of the effectiveness of the program. Only the asking of searching questions on whether or not the program objectives are met and by analyzing carefully-kept records can evaluation that approaches objectivity be made. As seen in the "Statement of Purpose and Policies" (Appendix B), the broadly-stated purposes (or objectives) suggested for a child development center are: To provide Health Services, Nutrition, Competent Care, Healthful, Safe Environment, Inservice training of aides, and Education. Against these purposes or the others which may be selected for the center, the center operation should be measured.

Health

From the health records which indicate height, weight and hemoglobin count at the beginning and at the end, an indication of the effectiveness of the nutrition program may be gained. Records of the frequency of illness may be an evaluation of the program of exercise, rest, nutrition, preventive medical care and the sanitation of the center. A high incidence of a communicable disease may, however, be the result of the crowded, unsanitary, unhealthy conditions under which the migrant families live. The frequency of accidents in the center is a measure of the watchfulness of the staff.

Nutrition

The height and weight gain may not be a valid measure of nutrition in a short-term program, but there are other measures. The menus of the actual meals served may be checked against the Requirements for the Special Food Service Program for Children or by a home economist. Observation of the meal service will reveal the way in which the food is accepted by the children and the food service policies of the center.

Competent Care

In evaluating the kind of care the children are receiving, one may observe the appearance of watchfulness and interest or inattention and disinterest in the staff, the appearance of happiness and involvement or crying and apathy in the children, the appearance and odor of cleanliness or of dirt and urine in the babies, and the sense of discipline or chaos as the children move from activity to activity. Such observations are the most telling evaluation of the quality of care given.

A Healthful, Safe Environment

Again, observation is the most valuable evaluative measure of the physical environment provided. The cleanliness of the center, the care given to keeping dangerous refuse picked up and potentially dangerous toys away from the smallest children, the carefulness in storing household cleaning agents and medicine out of reach, the monitoring of potentially dangerous activities are among the indications that a healthful, safe environment is being provided.

Inservice Training

Written tests may be used to evaluate the effectiveness of the inservice training program, but more effective is the observation of the aides interacting with the children. Are they in fact doing the kinds of things they were instructed to do? If they were instructed to always wash hands after handling one baby before handling another, do they do it? When they have been taught some songs, games or finger plays, do they use them with the children? Do they yell at the children or spank them when more effective disciplinary methods were taught? If training has been truly effective, it is extremely obvious to one who has observed the person before and after the training. A further guide given is the form for evaluation of aides provided in Appendix B (Page B50).

Education

Tests may give some small measure of the children's knowledge and ability. Most such tests are extremely expensive to purchase and must be given by highly skilled personnel. The Denver Developmental Screening Test is a device which can be used by a professionally-trained teacher or nurse to determine whether or not a child is functioning at a level close to his chronological age. This is best used for children under age three. The Bettye Caldwell Pre-School Inventory, which may be given in Spanish, may be used to determine if the child can do such things as identify body parts, follow directions, identify colors and shapes, indicate ordinals, count, tell what specific persons do, and respond motorically to directions involving prepositions indicating spatial relationships.

If a pre and post-testing program is contemplated for a summer program, the pretesting should definitely be done before the beginning of the program and the post-testing at the very end. Furthermore, it is imperative that the testing be done by the same person under as close to the same conditions as possible. Otherwise the testing should only be used as a device to become better acquainted with the child, his capabilities and limitations.

Possibly the best evaluative measure which can be used in the short-term program is an anecdotal record for each child (See Appendix B, pages B25 and B36). A running record of the new things a child is observed to do can give an excellent picture of his progress. English words, phrases and sentences recorded the day the child utters them provide us with a measure of his learning to use English.

Effects on the Community

Reports of advisory committee meetings and records of contributions and volunteer time from community residents can indicate the effect of the center on the community.

No one test, no one report, no one evaluation but all together carefully analyzed may provide an adequate evaluation of the center program.

Evaluation of the Hoopeston Project

The careful analysis of all records suggested on the last page will be made by the center director in her report, but some comments on planned evaluations and the way in which they were practiced may be made here.

Health Program

As previously noted, the center nurse kept very careful records on the children. The presence in Hoopeston of a nurse (Mrs. Kaufman) who works with t migrant families will provide for follow-up attention for those children whose hemoglobin count was below normal or who showed other abnormalities. Children were measured and weighed at the beginning but not at the end.

The incidence of intestinal flu was high among children and staff. A contributing factor may have been the many flies which came through the unscreened windows of the kitchen and dining area. An attempt was mdde to get rid of these, but was not successful.

No serious accidents occurred to either staff or children.

In general, the health-program accomplished what it set out to do: obtain physical examinations and follow-up on anomalies; provide immunizations; make arrangements for dental care; establish sanitary procedures in the center.

Nutrition

The objective of providing breakfast, hot lunch and supplements was met. However, one can only rate the nutritional program as fair since many of the daily menus did not meet the requirements of the Special Food Service Program for Children nor the other guidelines for planning nutritional meals for children of this age and bakkground. The children did, however, receive good, wholesome, well-cooked meals and had as much as they wished of the foods they liked. They were encouraged to eat new foods but not coerced and did grow to like them.

Competent Care

That there was little crying in the center after the initial period of adjustment; that the children always appeared happily occupied; that the aides were always observed to have a watchful eye on the children's activities; that the nursery was always sweet-smelling and the babies clean and dry all indicate that the children did indeed receive competent care from professional and non-professional staff alike.

Healthful, Safe Environment

The center was visited not only by the licensing representative but by other members of the staff of Children and Family Services. It did indeed meet their requirements. The cleaning lady-laundress and others kept the dinin area and rest rooms as well as classrooms clean and the center always gave the attractive appearance of cleanliness and order. In addition, the staff was quite careful to remove broken glass or other dangerous refuse from the playground whenever they saw it.

Inservice Training of Aides

The observed performance of the aides spoke eloquently of the training that they received. They were observed talking to, playing with, eating with, and in general guiding the children through the day's activities in a manner that showed child care skills beyond those that women from this ethnic group and social strata usually have. All aides who worked in the center for five weeks or more received certificates of completion of inservice training and the coordinator had no hesitation in stating that the four adult aides, Graciela Ledesma, Otilia Montez, Delfina Meza and Soila Flores, who worked with the teachers and nurse,were fully qualified as stipulated in the Standard for Licensed Day Care Centers for the position of Child Day Care Worker Assistant.

Educational Program

It was initially planned that the older children would be tested with the Bettye Caldwell Pre-School Inventory at the beginning and again at the end. The Denver Developmental Screening Test was to be used for the younger children and babies. A comparison was to be made.

There were many factors which led to the scuttling of this plan: the pre-enrollment had not been made, a Spanish-speaking aide had to be used and she was also needed in the classroom, the volunteer was unable or unwilling to adjust his schedule to insure that the first testing was done early enough and the last late enough. Therefore, the children were pretested as scheduled and a few were post-tested, but as the post-testing began, it was seen that there were too many factors operating which would invalidate the procedures and the post-testing was abandoned. The test records are on file, however, and did provide some small information about the abilities of individual children.

A far better evaluation of the children's progress is contained in the anecdotal records kept by the teacher and nurse. Excerpts and examples of these were put in the Newsletter which was published weekly by the center in English and Spanish and distributed to the community. Since Maria, previously mentioned, was an exceptional child, a note about some new achievement appeare in each Newsletter and gives a running picture of the progress she made.

What lasting effect on the lives of these children has been made is, as evaluators of Head Start programs have found, impossible to determine.

Effect on the Community

Perhaps the most pervasive effect of the child development center has been on the community as a whole. The center advisory committee, which was composed of a teacher, a doctor, a nurse, a priest and four Mexican-American parents resident in the community and two Mexican-American migrants, met regularly and earnestly grappled with the problem of continuance of the program in another year. In addition, each of the industries employing migrants was aske if they would be willing to contribute funds for the setting up of a center. These people visited the center, seemed favorably impressed, and verbally expressed willingness to contribute to such a fund.

Parent Involvement

Because of the long working hours of the parents, it is sometimes difficult to involve them in the center program as much as may be desirable. It is impractical for instance, to count on enlisting volunteer help or daytime meetings.

Parents can and should be hired to work in the center and to serve on the advisory committee. In addition, occasions may be found to bring them in to visit the center and to observe the children's program. On such visits it is good to invite them to stay for lunch.

Evening programs for parents may be designed. The advisory committee should help to plan such programs. It is wise to start with an evening which is purely social in nature and institute an educational program only if and when there is interest.

To many early childhood educators, programs put on by the children and "graduation" ceremonies are an anathema, but an argument may be made for them. If carefully planned with the welfare and interests of the children in mind, if kept sufficiently simple and child-like, such programs can be not only highly popular but may elicit interest in the center and in the continuing education for the child.

A Newsletter such as the one published by the Hoopeston Project weekly is extremely valuable, not only to keep the parents informed of the center program, but also to keep people in the community informed.

Parent involvement by these or other means is a must and can bring rich rewards to the center staff as the parents gain a better understanding of the aims of the center and the staff gain a better understanding of the needs, concerns and personalities of the parents.

Parent Involvement in the Hoopeston Project

The involvement of parents in the Hoopeston Child Development Center has been informal in nature but high in quality and amount. No large group activities were planned. Rather the parent involvement has been on an individual or small group scale.

Six parents served on the advisory committee, which met five times during the term of the center operation and are planning to continue to meet in order to secure funding and to plan a child development center for another year. Another eight parents were hired as center aides.

Parents were invited to visit the center whenever they wished. On a day when they were not working, a bus was sent for them and a group of some fifteen parents were brought to the center, visited the rooms, heard the center program explained to them and ate lunch with the children. Other small groups of parents visited at other times.

The director and nurse made frequent camp visits, talking with the parents and helping them to obtain the services they needed.

But most successful of all was the weekly Newsletter. This carried information about the center's schedule, advisory committee, menus and biographical sketches of staff members. In addition, and most popular, were the anecdotes of what the children were learning and doing in the center. It was related by the bus driver that when the children came home with Newsletters pinned to their clothes, the parents eagerly reached for it and scanned it to see if their child's name appeared on it. On the next two pages is the final edition of the Newsletter.

NEWSLETTER

Hoopeston Child Development Center
John Greer School
Hoopeston, Illinois

August 13, 1970

The Center will close this Friday, August 14, at 3:30 p.m. The bus schedule for the children will be the same as usual on that day.

The Center has been operating this summer with a full enrollment of 62 children. The staff has consisted of 1 director, 1 nurse, 1 cook, 3 teachers, 6 aides and 7 NYC (Neighborhood Youth Corps) girls.

We would like to thank all the parents for their support. The success of the program has only been possible through your participation.

We also wish to thank the Center staff for their dedication and work in the program, Mr. Huffman for the use of the school building, Dr. W. Fliesser and Dr. Americo Garza for their services in taking care of the health needs of the children and the staff, and the University of Illinois and the Illinois Migrant Council for their support.

In addition, we wish to thank the Illinois Migrant Council, the Vermilion County Citizens Action Committee and the University of Illinois for sponsoring the program.

The Center Advisory Committee is exploring the possibility of getting funds and facilities to have a Center again next year. The Committee is just exploring the possibility now, but we are very hopeful that a Center for next year will become a reality.

The news this week of the children's activities includes:

1. Maggie Colon can work several beginning puzzles all by herself.
2. Noreen Gonzalez took care of a sick doll this morning. She bathed her and gave her medicine.
3. Henry Hernandez, Gerardo de la Cruz and Jesus Zamarripa worked together on a fantastic block construction Tuesday. It was higher than the boys and had a garage underneath it.
4. Elizabeth Salinas played with water and soap today for a while and then made a screen painting with a circle, a triangle and a square.
5. Rojelio Zapata brought some beautiful shells to school Tuesday and shared them with the class.
6. Eva Heredia loves to paint and work with other art media. She also enjoys playing "house" with the other girls or the Rainbow Towers game with her teacher and classmates.

7. Mary Hernandez made some very nice block towers with many different shaped blocks.

8. Jesus Lopez enjoys blowing bubbles through a straw. He particularly likes blowing them up in the air and trying to catch them.

9. We are very happy to have Luis Flores back after a long illness. He has been having a good time with the blocks, finger paints and easels this week.

10. Ricardo Gutierrez enjoys playing farmer on the tractor, and builds complex structures with the building blocks.

11. Dina Castellano did finger painting and also did a small dance.

12. Maria Rangel and Lilia Hooks played a turnabout game. They danced, clapped, and embraced each other and laughed very much.

13. Diana Salinas likes to play with the dolls in the rocking chair and likes to give them baths.

14. Maria Rangel can put a six-piece puzzle together by herself and does it several times.

15. Norma Montes tried to sit up all by herself this morning. Also she stays better on her stomach.

16. Sandra Meza is gaining weight every day. She stood for awhile holding onto the crib.

17. Lupe Ledesma is starting to clap her hands, and she also can sit by herself. She is more alert and is eating better. Good Lupe, keep it up!

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Appendix A

Reports of Meetings and Documents Relating to the Work of the Planning Committee

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UNIVERSITY OF ILLINOIS

AGREEMENT FOR COOPERATIVE INVESTIGATION

ARTICLES OF AGREEMENT between The Board of Trustees of the University of Illinois, whose principal office is at Urbana, Illinois, hereinafter called the University, and

(Enter here name and address of second party to this agreement, using corporate or other legal title.)	Illinois Migrant Council 1307 So. Wabash Avenue Chicago, Illinois 60605

hereinafter called the Sponsor, for a cooperative investigation described as follows:

The operation of a demonstration child day care center for preschool children of migrants. This will include program for the children and training for parents, child care workers and aides in the center. (See attached statement and budget.)

the investigation to be carried out by the University in its Department(s) of: Special Education

and under the terms and conditions specified herein.

(1) This agreement is executed for the following period:

August 15, 1969 - September 1, 1970

and it may be extended for additional periods under the same terms or such other terms as may be mutually agreed upon.

(2) The conduct of the investigation shall be under the full control of the University which will supervise and direct all experimental work and the computation and reduction of all results obtained, together with the placing of these data into form for presentation.

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App: A, B, C, D, E, F.

(3) The University will furnish the necessary space for this investigation, together with heat, light, power and water. In addition, it will permit the use of such laboratory apparatus and experimental facilities as it may possess which are not in use for other purposes. It is agreed, however, that apparatus, equipment and other facilities not available in the laboratories of the University, and all materials and supplies required in the investigation, shall be purchased from and charged against the funds for this investigation provided by the Sponsor.

(4) All records of the investigation are to be the property of the University and the Sponsor. The original records shall be kept on file by the University, but copies of all such records shall be furnished the Sponsor or his duly authorized representative on request. The University shall have the exclusive right to publish at its discretion the results of the investigation in the form of a bulletin or bulletins, or otherwise. No account of a cooperative research project or reprints of scientific articles resulting from the investigation shall be published by the Sponsor or by any other agency, except upon approval of the division of the University or head of the department in which the work is being done.

Prior to such publication, no publicity shall be given to any of the results of the investigation except upon the recommendation or with the approval of the University and the Sponsor, unless the scientific value of a discovery made during the course of the investigation be such that, in the judgment of the University, the public interest requires prompt release or publication thereof. The publication, if any, shall contain a description of the investigation and a report of the results and conclusions; full credit shall be given the Sponsor and every person and agency having made a significant contribution to the results obtained.

It is agreed that under no circumstances will the Sponsor state or imply in any publication or other published announcement that the University has tested or approved any manufactured product, manufactured, sold, or distributed under a specific brand, name, or trademark. It is also agreed by the Sponsor that it will not under any circumstances use the name of the University in any advertisement, whether with reference to the cooperative agreement or any other matter, without the prior approval of the University.

(5) Authorized representatives of the Sponsor shall at all times have access to the data secured and results computed from the investigation, subject, however, to the restrictions named in Article 4. The University will submit such reports of progress to the Sponsor as may seem desirable. An advisory committee may be named by the parties to consist of such persons and have such duties as may be mutually agreed upon.

(6) Any inventions or development resulting from the work provided for hereunder shall belong to the University and shall be disposed of in the manner determined by the University.

(7) All technical, clerical, and other personnel necessary for the effective prosecution of this investigation shall be employed by the University and paid from funds provided by the Sponsor. Such personnel shall be employees of the University during their employment in this investigation and shall in all respects be subject to the rules and regulations of the University governing staff members and employees.

(8) The money contributed for this investigation shall be held as a special fund and shall be so carried on the books of the University. Disbursements from this fund shall be made only for this investigation for the following purposes: (a) Compensation for personal services (b) Materials and supplies (c) Equipment (d) Communication and travel (e) Employer's contribution to University Retirement System for retirement, disability and death benefits for participating employees (f) Reserve for liability under Workmen's Compensation Act (1% of item a) (g) Other costs directly attributable to the project (h) An allowance for indirect costs of the University attributable to the contract (3% of Total Direct Cost). Such payments will be approved by officers of the University in immediate or supervisory charge of the investigation.

(9) The Sponsor agrees to pay the University the sum of $11,098.00 to cover the expenses of this investigation, such payments to be according to the following schedule:

One-half of beginning of contract and one-half on receipt of final report.

(All checks should be drawn payable to the "University of Illinois." For projects on the Urbana campus, remittance should be sent to the Bursar, University of Illinois, Urbana, Illinois. For projects carried on in the Colleges of Dentistry, Medicine, or Pharmacy, remittance should be sent to the Business Manager, University of Illinois, 833 South Wood Street, Chicago 12, Illinois.)

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(10) This agreement is subject to the applicable constitutional and statutory provisions of the State of Illinois.

IN WITNESS WHEREOF, the authorized officers of the respective parties have hereunto set their hands and the seals of the parties, this __________ day (Date) of __________, 19___. (Month)

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS

TEST: Earl W Porter By H O Farber
Secretary Comptroller

Sponsor:

Illinois Migrant Council

By ______________________________

By ______________________________

APPROVED FOR THE UNIVERSITY BY:

Merle B Karnes
Project Supervisor

Laura J Jordan
Head of Department

____
Dean or Director

____
Legal Counsel (when required)

W M Griffith
Bursar/Business Manager

H R Snyder
For the President

ILLINOIS MIGRANT COUNCIL
CHILD DAY CARE CENTER

Pilot Project

The Department of Special Education of the University of Illinois will plan and supervise a model demonstration child day care program for children of migrant families.

Objective:

To provide a model child day care center for migrant children under age six which can be duplicated in other areas. This will include a program for the children and training for parents and child care workers and aides in the center.

The services to be rendered by the University will include:

1. Evaluation of centers in operation in late summer 1969 to provide a framework within which the operation of the pilot project is to take place and determine areas of needed instruction and improvement.
2. Workshops for child day care center directors of other Illinois Centers to be held on dates which will be specified later during the academic year 1969-70.
3. Workshops and demonstration classes on site for teachers and aides.
4. Supervision of an eight-week program of child day care to be held in the Hoopeston-Rossville Area and to commence on or about June 22 ending on or about August 14.
5. Evaluation of program and writing of reports and records which will provide guidelines and curriculum for other migrant child day care programs.

The above services will be provided in cooperation with the Leadership Training Program under the direction of Dr. Merle B. Karnes and Dr. Queenie B. Mills and the Early Childhood Education Program under the direction of Dr. Bernard Spodek.

* *

The Department of Special Education agrees to furnish office space, equipment, and consultation services.

The Illinois Migrant Council agrees to:

1. Recruit and employ 2 head teachers and 6 indigenous teachers, one cook, and a half-time janitor utilizing criteria as written in Standards for Licensed Day Care Centers (State of Illinois Department of Children and Family Services) page 9. Final selection and screening to be made by the University of Illinois project director or staff.

2. Locate and rent a suitable building that will meet licensing standards and provide for utilities, water and telephone. Such building should be made available not later than one week prior to the center's opening and preferably two weeks.

3. Provide appropriate furnishings for the center as recommended by University of Illinois project director.

4. Arrange for the transportation of children to the center.

5. Recruit children for the center.

6. Make arrangements with the Migrant Health Project to provide needed health services and for social and psychological services as specified in Federal Interagency Requirements for Child Day Care Centers. The University project director will assist in coordinating such services.

BUDGET

I. Direct Cost	
a. Personnel	
1. Overall Supervision (½ time August 15, 1969 through September 1, 1970)	$5,000
2. ½ time Clerk Typist	2,500
b. Employee Benefits	
1. Workmen's Compensation	45
2. Retirement	300
3. Health Insurance	30
c. Instructional Materials	900
d. Travel	2,000
TOTAL DIRECT COST	$10,775
II. Indirect Cost (3% of Direct Cost)	323
TOTAL BUDGET	$11,098

University approved rate is 61% of salaries and wages.

EVALUATION OF CENTRAL ILLINOIS CHILD DAY CARE CENTER

ILLINOIS MIGRANT COUNCIL

Introduction: The following evaluation was made on the basis of two visits to the Child Cay Care Center occuring on August 26 and September 2, 1969. On the first visit the consultant accompanied Miss Rita Deisinger, Community Coordinator for the IMC, and on the second she accompanied Mrs. Patricia Barnhart, Graduate Student, Department of Vocational Education, University of Illinois. A total of eight hours was spent talking with personnel and observing the centers.

The Children Served: 30 to 50 children between the ages of 2½ and 10 principally from the migrant camps located at the canneries in the community. Approximately 17 of the children are over age 6 and 22 are between the ages of 5 and 6. 50 children were present on August 26 and 50 on September 2.

Virtually all the children are from families where Spanish is the primary and in some cases the only language. The families are generally in the area from May 1 to October 1. The migrant camp at one cannery consists of several large quonset huts. Each hut houses some 20 families in cubicles approximately 12 x 12. These cubicles are constructed of raw pine board and are generally furnished with a couple of beds, a table, a hot plate and refrigerator. The floor is rough unfinished cement. Washtubs are on stands in the center of the quonset between the cubicles. Restrooms for men and for women are located at either end of the quonset. All water for cooking, drinking, washing dishes and washing clothes is obtained from these washtubs, which do have running water. (I am not sure whether hot water is or is not available.) At the other cannery, the housing consists of white clapboard shacks, usually two to four to a unit. Restrooms are in separate buildings. I could not find out whether or not there is running water available inside these cabins. The cabins are approximately the same size and have the same equipment as the first.

The Staff: The staff consists of a director, two head teachers, Mrs. C. and B., an Anglo aide, three Mexican-American migrant aides, a cook,who are all on duty from 7:00 a.m. until early afternoon. When they go off duty, an assistant and two migrant aides come on in the afternoon.

None of the staff has college degrees. The director has one full year of college in home economics plus several noncredit courses,including work under Dr. Karnes.

Mrs. C. has just short of two years of college credit and several years of experience in kindergarten teaching.

The educational level of B. and the Anglo aide was not specified, but both are high school graduates. Nor was the educational level of the migrant aides given.

General Impression of Staff: The director is a dynamic, outgoing, decisive person. She is bilingual and relates well to the Mexican-Americans, being partially Mexican herself. She has a great number of responsibilities for Head Start programs, community action programs, etc., as well as this center.

Mrs. C. is a warm, motherly, older woman. She has a fair grasp of teaching preschool children but needs direction, guidance and curriculum.

B. seems young and vivacious. She relates well to the children and seems to be interested in them and in working with them. She lacks technical skill, however.

The Anglo aide was a volunteer in a Head Start program of rather poor quality, the Director says. She appeared to have little interest in the children and used negative directions rather than positive suggestions.

The aides appeared intelligent, friendly and willing but lacked direction. They seemed to know to do such things as taking the children to the bathroom and getting them and the tables ready for lunch, but had little idea of play guidance and spoke an excessive amount of Spanish in a center where the children should be learning English.

Some observations of program: On the first visit I arrived just as lunch was being served and joined the children for lunch. The children are seated in groups of four to six with an adult at each table. Plates are served in the kitchen and seconds are brought to the tables. Little conversation took place however, in talking with the girls with whom I sat, I found that at least the brighter girls did know the names of the foods they were eating.

At one table, six boys were eating unaccompanied by an adult. One boy accidentally spilled some milk. Several aides saw this but took no action. Several minutes after it occurred, Mrs. C. saw what had happened and gave instructions to one of the boys to clean it up; he did so quickly. Implication: aides need instruction in what they should do when a similar event occurs; that in such a case it is the responsibility of the aide who sees it first to take some action.

On the second visit the three and four year olds were taken on a walk by the migrant and Anglo aides. When they returned, they were told they could play and rushed for the small room set aside for block-play and the room for doll-play. In the melee a child was knocked down. She was picked up and comforted by one young migrant aide and then transferred to an older aide. A bottle was taken from a sack and offered to her. Implication: aides need instruction in sanitation and in play guidance.

On the second visit, Mrs. C. was working with five 5-year olds. She had been reading a story and was now talking about sounds and instructed the children to make sounds. She then talked with them about what kind of a sound was made. One little boy apparently did not understand English and she instructed a girl to translate to him. While I did not hear and understand all, I heard the girl say "toca - la" (knock on it). Later the children were coloring pictures of "Baa, baa, black sheep." No instructions were given on what color to color the bell, but one child colored it orange and so all followed suit. Implications: teacher needs to be aware of children's cultural patterns and preferably should have some knowledge of Spanish. In the first instance, if her goal was to have an understanding of the word "sound," the instructions in Spanish given through the girl simply confused the issue. In the second, the cultural pattern of cooperativeness and imitation may stand in the way of the child's developing the ability to express his own individuality.

On the second visit, B. was teaching four or five older (school-age children) a song and later played hoky-poky with them. In teaching the song, she did not phrase the song and insure that all had learned each phrase. She had written copies of the song, but not all the children could read and she did not have the skill to teach them to read it, nor indeed,was this an appropriate time. When playing hoky-poky, one girl persistently mistook her right for left foot or hand and vice-versa. This would have provided an opportunity to teach her to distinguish right from left but was overlooked. Implication: a trained teacher is needed to work with this age group, or efforts should be made to see that these children are enrolled in school. (This was a school day.)

General impression of center: The center is located in the Nazarene Church. Both the church sanctuary and the basement and some adjoining classrooms are used. Principal activities for younger children, napping and eating take place in the basement. This is a large drab room with peeling paint and unfinished cement floor. Equipment provided for children is minimal. Little or no attempt is made to make the rooms more attractive.

Sheets are not used for napping,in direct violation of an Illinois State regulation. Cots are covered with nylon and names are or have been painted on them

Plus features are ample space; a variety of sizes and locations of rooms that can be used; a sufficient number of restrooms; a good-sized kitchen.

Negative features are: basement location necessitating frequent climbing or steep narrow stairs; unattractive, peeling paint, lack of cleanliness, particularly in the restroom areas (classrooms were reasonably clean and kitchen was immaculate), and no attempt to make rooms attractive by hanging pictures, etc.

Food Service: The menu on the first visit was hot dogs, baked beans, cottage cheese with pineapple, bread and butter and milk; on the second visit it was tuna salad, potato chips, carrots and celery sticks, bread and butter, milk and chocolate chip cookies. The first menu does not meet the lunch requirements in that no vegetable and little fruit was served (two vegetables or a vegetable and a fruit are required). While the second menu technically meets the requirement, I do not believe that the carrot and celery sticks were actually served; they were not seen by the consultant.

In general the food is served well; that is, small portions are given and additional helpings are given as desired. Children are encouraged to taste each item but not forced to eat all. The recommended family style, with which these children are not acquainted, is not used nor is a cafeteria style.

Comments from the Director:

"For the older children an active program is needed; they've had school until they're sick of it."

"A highly-structured curriculum doesn't work." Further remarks lead this consultant to believe that she meant the average school-room "sit-in-your-seat" type.

In response to questions about training needs:

Teachers need to know what migrant needs are and to know materials.

"Training in scheduling is needed; I try to give alternate quiet-active 15 minute periods."

Migrant women need training in sanitation and sanitary practices, definitely.

They need written curricula, but more important is practical experience.

Mexican families tend to scream at their children. (This is not universally true, however, aversive controls predominate.) They tend not to provide and keep limits.

On what we may expect in 1970 - Spring semester: 50-100 families of settled-out migrants live in area. Many do not speak English and if accepted into a training program will need basic English. There will be a Head Start program in the community which can be used as base for observation and participation. There is a possibility that a year-round day care center will be established in the area which would provide employment for trained aides.

Summary: In general the operation has made a good start but considerable improvement can be made for a program next year. On the plus side is a staff that seems to be sincerely interested in the children and give them loving care; on the minus side is lack of training. Given time to plan and a good training program, the operation should be much improved. It is very evident that the children have received training in such things as personal health habits, some language skills and routines here at the center. They have also received medical services, safe care and good food.

Recommendations:

1. Work toward the establishment of an integrated, permanent child day care center in this area.

2. Provide sixty hours of training for total staff.

3. Obtain building for summer program at least two weeks in advance of opening and make necessary repairs and remodeling before accepting children. (These children have so little beauty in their surroundings; give them some here.)

4. Provide certificates for successful completion of training.

5. Provide a well-thought-out curriculum for children which will meet their needs for intellectual, social, physical and emptional development and may in some measure counteract the deficiencies they have experienced.

Mary Elizabeth York
Consultant
September 3, 1969

EVALUATION OF THREE ILLINOIS MIGRANT COUNCIL CHILD DAY CARE CENTERS

Introduction: The following evaluations were made on the basis of visits made to the Northwestern Illinois Child Day Care Centers on September 19. The consultant was at Area 1 from 8:00 a.m. to 10:30 and observed children arriving, at free play and at snack; at Area 2 from 11:00 to 12:30 and observed some directed activities, lunch and nap; and at Area 3 from 1:00 to 3:30 and observed the children napping and at art activity following naptime. Each center will be dealt with separately.

Area 1

Children Served: The children were children of migrants temporarily living in the area. A few were from settled-out families. Age range was 3-5, although there was one two-year old and during the summer there were older children up to age 8. All but one or two were Mexican-American. The peak attendance was 23 and currently 16 were in attendance. Families were leaving the area to return to Texas.

Physical Setting: The center is located in the assembly hall and an adjacent classroom in the Roman Catholic Church. Kitchen, dining hall and restrooms are located in basement.

There seemed to be little attempt to arrange the rooms in a meaningful way; no well-defined areas were evident. The children's art products were, however, well displayed.

The Staff: The staff consisted of two teachers, two aides and a cook. Up to this week there was also a director. The major part of the consultant's conversation was with the acting director.

The teachers seemed alert, cheerful, and although their educational background was not in early childhood, seemed to have developed some competency in working with children. Neither of the aides was introduced to me; both were Mexican-American. One was obese and consequently slow-moving. While both had their assigned tasks and went about these well, there was little interaction with the children and neither seemed inclined to initiate action. The need for training of both teachers and aides was very apparent. The teachers did far too much of the talking and too little effort was seen to elicit verbalizations from children.

Observations on Program: Children were greeted by name as they came in and coats or sweaters taken off and hung up. The first procedure of the day is toothbrushing, which is done at a janitor's tub. Toothbrushes were labeled and hung on a board over the tub. The teacher explained that this was more convenient as both boys and girls could brush at the same time. She further explained that they had been taught to distinguish between boys' and girls' restrooms. Comment: Normal nursery school practice does not separate boys from girls for toileting. Since there are separate facilities for men and women in labor camps and, of course, in public schools, it may be a good idea to teach this to the older children. The consultant would not make an issue of this practice. Toothbrushing is good, especially if they also brush after lunch. This should be followed up with instruction of parents on dental hygiene.

The free play period was literally that, with virtually no guidance given, not even implied guidance through good room arrangement.

The director did work with three children in working with colored parquetry blocks matching shapes and colors to paper design. As she worked with the children, she spoke both English and Spanish whenever she felt the child needed Spanish in order to understand directions. Little effort was made to elicit English responses from the children. Comment: The excellent opportunities for teaching children to make choices, for helping children to develop imagination and for giving them a sense of order and classification of materials in a free play period were largely overlooked.

The writer cannot adequately comment on the use of Spanish and English due to lack of knowledge of definitive studies on working with bilingual children of this age. In her opinion, however, it seemed to show a sensitivity on the part of the teacher to the child's needs and state of readiness that she spoke Spanish mostly to the youngest child, who obviously knew almost no English, while using English directions and then translating (or vice versa) for the other two. It would seem, too, that at this point it was more important for the non-English speaking child to understand the task and learn concepts of color and shape than to be able to label those in English.

Snack consisted of a handful of raisins served on a napkin and a cup of milk for each child. Later each child was served animal crackers. Some effort was made to teach children to use polite forms of please and thank you. One child at each table helped distribute cups.

Comment: Snack meets requirements of Special Food Service Program (Department of Agriculture), but inasmuch as many of these children have had little or no breakfast, a heartier snack served earlier is recommended.

Following snack the children have their "instructional period." A unit on butterflies was in progress. Art projects, stories, filmstrips and live specimens were introduced, according to the director. This was not observed.

Comment: Unit was appropriate to time of year when all stages of moths or butterflies could be seen. These children are frequently peculiarly unaware of living things in the world about them; a unit such as this may help to arouse their curiosity and awareness.

Area 2

Children Served: Some 50 children from infants a few months old to 5 years are served. This day there were 5 infants (not yet walking) and 5 toddlers present. As in the other centers, these were almost entirely Mexican-American children of migrant field and cannery workers.

The Staff: The staff at present consists of three Mexican-American aides, one Anglo aide, a registered nurse (employed through County Health Department with a Migrant Health Grant), a teacher and a director. On day of visit the regular teacher was not there and a volunteer teaching was filling in.

The aides in this center participated far more than in the centers previously visited. One led the children in an exercise naming body parts in Spanish. Another was observed to take responsibility for a crying baby with no prompting. It was very evident that they were valued as competent persons by the director and nurse in this center.

The Physical Setting: The center is located in the basement of a Catholic school in a very large hall with adjoining kitchen. The director stated that by space they were licensed for 50 children.

The cribs had only recently been moved in and were clustered in one section of the room near the kitchen; the toddlers were located in another section partially screened off by low portable room dividers.

Space, of which there was plenty, was quite well organized. However, the play equipment, room dividers and nursery furniture are sorely needed.

Observations of Program

Infants and Toddlers: This was the only center visited which cared for infants, yet most agreed that there is a need for more facilities for infant care. The babies are quite evidently given good physical care here. However, there was no evidence of any planned activities for them. One baby had the look of a typically anemic child. When questioned, the nurse said she had not yet been able to get hemoglobin counts, but that all received vitamins with iron.

Comment: It was suggested that the nurse be supplied with the comparatively inexpensive and simple instrument with which she can ascertain the hemoglobin count herself. This could speed up the process of getting needed iron therapy for these who need it.

Staff training in games and exercises such as those described in Ira Gordon's Intellectual Stimulation for Infants and Toddlers (Institute for the Development of Human Resources, College of Education, University of Florida, Gainesville, Florida) is recommended.

Three to Five-Year Olds: The volunteer teacher had been conducting activities relative to butterflies. The director stated that several parents commented on the children noticing caterpillars and butterflies for the first time.

When we arrived the children were engaged in a rhythm band exercise. Later they had a story. Lastly, just before lunch, the Mexican aide led them in an exercise-game naming body parts in Spanish. She had one little girl lead the others. The little girl cleary corrected mistakes saying, "No es la baca; es la nariz."

The teacher was asked if she gave the same exercise in English at some other time. She replied that this activity was a spur-of-the-moment idea and no direct plan was made to repeat this in English.

Comment: Apparently a typical nursery-school program is followed here and it seems to be of quite good quality. It is suggested that the San Antonio, Good Samaritan Center model of giving a lesson completely in Spanish and repeating it in English be tried.

Lunch and Nap: The menu for lunch was fish sticks, green beans, carrot and celery stick and lettuce, bread and butter and milk. This meets requirements for Special Food Program for Children. Food was served family style. Following lunch the children were put down for naps on cots already in place in one section of the room. There were sheets on cots and a cover for each. Several children did not remove shoes and aides did not take corrective action.

Area 3

Background: This was previously a demonstration project of Department of Children Family Service.

Children Served: Some 28 to 35 children ages 3, 4, and 5 are served. Same background as other centers.

Physical Setting: In new Lutheran Church education building. Well equipped, excellent facility. Materials have to be stored each weekend.

Staff: Staff consisted of director, two teachers (one Mexican-American and one Anglo), two Mexican-American aides, a cook and a janitor. A public health (Migrant Health) nurse comes in daily and checks children.

Staff seems very competent. Director appears calm, well-organized, sympathetic, interested in welfare of children and families. The aides seem to participate well in program. Each one was introduced to consultant and it was apparent that each one was highly valued by the director.

Observation of Program: Children were asleep when consultant arrived. Following nap, two art activities were provided and children could choose to paint or work with clay.

Director described the number work the children had been engaged in. This included the symbol as well as the concept of counting and showed very evident skill of teacher.

Meals served included two snacks and a lunch. The morning snack was more in nature of a light breakfast including orange juice and toast or dry cereal (corn flakes).

Comments: This quite evidently was a soundly based, good traditional nursery-school program. The director expressed some difficulty in knowing how to make referrals of children with problems and help should be given to her in this area.

Summary and Recommendations

Of the three programs reviewed here, Area 3 must be rated highest in terms of staff and facilities. It is quite apparent that all centers caring for migrant children in Illinois could be greatly helped by provision of guidelines for operation and curriculum for children.

1. **Instructional Program for Children**. The instructional programs in the centers seem to follow a random pattern typical to traditional nursery schools. In view of the deficiencies of these children, definite learning goals need to be established on all age levels from infancy up and instruction designed to help each child meet those goals.

2. **Nutrition Guidelines**. Menus to provide the nutriments necessary to make up the dietary deficiencies of these children are needed.

3. **Health Evaluation**. Physical examinations should be provided quickly after child enrolls. Hemoglobin counts and TB skin tests are particularly important.

4. **Referral**. Each director should have knowledge of location of centers for treatment of children for physical, mental or emotional disabilities.

5. **Transfer of Records**. It would be helpful for the ongoing welfare of the children if some method of record interstate transfer could be devised. This should include intellectual progress as well as health records.

6. **Staff Training**. Staff training should include some human relations workshops to increase intrastaff communication and understanding as well as training in teaching and child care techniques.

Tentative Plan - Demonstration
Child Day Care Center - Migrants
October 10, 1969

The following pages are a discussion outline for the Rossville-Hoopeston Area Demonstration Child Day Care Center. We have attempted to outline some of the practical details to consider in operating a model day care center that will provide the kind of care that migrant children from birth to age 5 need for maximum growth and development.

Under furnishings, we have not listed indoor play and/or instructional equipment because this will be tied very closely to the instructional program to be designed later and most of this equipment will be provided by the University of Illinois.

Tentative Plan Demonstration Child Day Care Center - Migrants

Location: Rossville-Hoopeston Area of Illinois

Dates: June 22-August 14, 1970 (under University of Illinois supervision)

Total Number of Children Planned: 50

Age Breakdown:

Number	Classification	How Determined	Adults Required
5	Crib Infants	Age - one month until able to walk	1
5	Toddlers	Able to walk to approx. 2 years	1
10	2-3 year olds	Predetermined goals achieved or age shown	2
15	3-4 year olds	Predetermined goals achieved or age shown	3
15	4-5 year olds	Predetermined goals achieved or age shown	3
		Total child = care personnel	10
Additional Personnel:	Director, Cook, Custodian (laundress)		3
			*13

Note: Ratio on personnel is to be 1:5 children; if there are fewer children, less adults will need to be hired. (Director, Cook and Custodian are not to be counted in this ratio.)

Building Space Needed:

Nursery - Approx. 750 sq. ft. - may be one room with dividers or two rooms.

2-3 yr. olds - Approx. 400 sq. ft. (exclusive of built-in or nonmovable furniture).

3-4 yr. olds - Approx. 525 sq. ft. (exclusive of built-in or nonmovable furniture) with dividers to partition off two areas approx. 8' x 8'*

4-5 yr. olds - Same as 3-4 yr. olds' room.

*Or separate small rooms should be available.

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*See page 7 for discussion

If four large rooms are available, it is not absolutely necessary to have separate rooms for eating and napping, but storage space for cots will have to be planned.

Nursery must be located close to separate toilet facilities or have source of hot and cold water. Restrooms for remaining children should have 3 toilets and 3 lavatories; separate restrooms for boys and girls are not needed.

Kitchen facilities should meet public health standards.

Playground facilities which meet licensing standards must be available (minimum 1125 sq. ft., 2250 sq. ft. preferred).

Furnishings Needed: (To be provided by IMC)

Infants and Toddlers Nursery

For bathing, toileting and sleeping:

10 cribs and mattresses
20 sheets
20 baby blankets
10 plastic bathtubs
20 baby bath towels
40 washcloths
20 doz. diapers -- or 400 disposable diapers
1 large diaper pail
1 large table for bathing and dressing
3-5 potty chairs
1-2 large pitchers for bathing
Baby clothes, assorted sizes to provide clean clothing while babies are in center
1 washer and dryer or arrangements for laundry
Toiletries: soap, lotion, talcum powder, Phisohex, Bacitracin or other medicinal ointment for impetigo, safety pins.
Masking tape and felt pen for labeling cribs and bathtubs, etc.

For Feeding

1 dishpan and drainer (for bottle washing before sterilizing)
1 small refrigerator
1 hot plate
pans for heating baby food
paper bowls and plastic spoons or 10 small plastic bowls and 2 doz. spoons
1 quart-size measuring cup
1 bottle brush
2 dish pans
1 doz. baby bottles - 1 oz. with nipples and covers

3-4 Year Olds:

For Napping

15 cots
30 sheets 28" x 54"
30 blankets

For Feeding

*3-24" x 48" tables (or larger) 24" high or 36" diameter circular
*18-14" chairs
18 place settings - fork, spoon, 4 oz. tumbler, bowl, 8" plate or paper service.

For Activities and Storage

Note: Karnes' Amelioration Programs require 3 separated areas where children in each group cannot be disturbed by children in other groups.

- Shelves as described on page 3 for each of these three areas plus shelves for storage of play equipment (blocks, dolls, wheeled toys, etc.)
- Desk or table and cabinet for teachers' supplies, records, etc.

15 Cubbies or hooks or boxes for children's belongings

4-5 Year Olds: Same as for 3-4 Year Olds

Isolation Room: It is essential that there be an area where a sick or injure child can be cared for --separated from the other children. While you may never need it, when you want it you need it in a hurry. Be sure this is planned for and the following available at any time instantaneously:

1 pillow
1 bed or cot
4 sheets
1 blanket
Tongue depressors
1 clinical thermometer
1 scissors
1 adult chair
1 first aid kit
Paper cups
Plastic spoons
Paper towels
Kleenex
Health scales - (optional)
1 flashlight

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*These may also be used for activities

Outdoor Play: (The following is from Head Start Pamphlet #9. Not all are considered essential but we recommend providing toys for climbing, balancing and jumping, wheeled toys, building and dramatic play and group games.)

Outdoor Equipment

Sandbox, cans, buckets, spades, spoons, small dishes, colander
Jungle gym
Ladder Box
Horizontal ladder
10 tricycles
6 four-wheeled cars or "horses" manipulated by a child's feet
4 sturdy doll carriages or wagons
2 sturdy wooden packing cases (42" x 30" x 30")
2 sturdy wooden packing cases (35" x 23" x 16")
24 hollow wooden blocks (5½" x 11" x 22")
12 hollow wooden blocks (5½" x 11" x 22")
12 low saw horses
8 small wooden kegs
Wooden ladders
Walking board and flexible jumping boards
Lengths of sturdy rope and garden hose
Automobile and airplane tires and rubber inner tubes
Rubber balls of different sizes; bean bags

Description of Center Personnel

Director should have ability in these areas:

1. Personnel management
2. Public relations - parents, employers, agencies
3. Purchasing and bookkeeping
4. Recordkeeping for children and employees
5. Spanish conversation and ability to read Spanish
6. Inservice training of employees (implies knowledge of child day care and early childhood education)

Child Care (Above age 2) Personnel: In each classroom the lead teacher must have a high school diploma or G.E.D. and previous training or experience in child day care or nursery school. It is essential that the persons chosen have sufficiently mature attitudes to value migrant aides or persons of ability and to be able to both assist them in learning new skills and to encourage them to practice.

It is intended that the migrant mothers in each room participate fully in teaching the children. The lead teacher, therefore, will be responsible for supervising the assistant teachers and planning each day's activities with them.

The assistant teachers then are to be selected from migrant or agricultural workers and are to be trained together with the lead teachers.

Budgetary Considerations: Since the Karnes Amelioration Program, which requires a ratio of 1 adult to five children, will be conducted in the morning the teaching staff may be on a half-time basis, leaving one person for each room on full-time staff for afternoon duty. NYC's can probably be obtained to assist in the afternoon.

Infant Care Personnel: In some Illinois counties a public health nurse is hired through the county health department--using migrant health funds to work with the child day care center. It is hoped this can be done here. If she can work full-time in the center, so much the better; if not, perhaps one can be assigned to train nursery staff in infant care. The two who will work with infants are also to be trained by the Karnes' Leadership Development Program in working with infants.

Custodian - Laundress: It is recommended that this be a full-time person since there will be laundry. Whether there is an infant nursery or not, sheets and blankets will need to be washed at least weekly if not more frequently. Cots should be washed weekly also. Bathrooms should be cleaned twice daily and spills are frequent in a child care center--needing a mop and pail. While teachers can and will sweep and clean up during the day, their major responsibility is working directly with the children and a custodian who is on site can often facilitate this.

Cook: The cook should have knowledge of nutritional needs of children and also be aware of the children's likes and dislikes. If she is selected from the indigenous group, training will be provided for her in cooking for small children, as well as food handling and menu planning.

General Considerations and Problems:

Health Services Needed:
- Physical Examinations for all children and for indigenous personnel (must include hemoglobin count)
- Immunizations
- Follow-up treatment when physical defects are discovered
- Dental examination, instruction in dental hygiene and treatment
- Audio and Vision checks
- Height and weight recorded on entrance into program and before leaving

Social Services Needed:

Each family has various problems with which they will need assistance; sometimes these involve legal counsel, sometimes information on where assistance only may be found is needed. Parents will need also to have an understanding of the center's program and what it attempts to do for their children. Some person will be needed to form this bridge between the center and the home.

Parent Involvement and Education

Unless the parents are involved on a meaningful level in the project, the effectiveness of the program will be indeed minimal and fleeting -- with a migrant population, we must depend on parents to carry on what is started either themselves or through seeing that children are enrolled in similar programs in other states.

This is our most difficult problem in view of the parents' long working hours.

Inter-State, Inter-Agency Communication

Even more difficult is the problem of establishing lines of communication between agencies working with migrant families and between states. The Office of Education has set up some mode of record transfer system and I believe there is interstate health record transfer. How can records for children under age 6 who have been in child day care programs in several states be transferred quickly and provide an ongoing program for them rather than continual duplication of effort?

Discussion Outline

Plan for an Evaluation Workshop - Fall 1969

Date:

Some Saturday in October or early November mutually agreeable to Leadership Development Program (Karnes') Staff to be involved and Illinois Migrant Council - 9:00 AM - 3:00 PM (November 15)

Participants:

Personnel of IMC Child Day Care Centers and Leadership Development Staff who will plan the Pilot Program

Objectives:

A. To evaluate the 1969 program in terms of its effectiveness in

1) Meeting needs of migrant families for child care
2) Increasing verbal and other intellectual skills of children.
3) Meeting needs of children for health services
4) Increasing ability of children to work in groups and to work with adults (social skills)
5) Involving parents in program.
6) Establishing good health habits in children.
7) Training migrant women in child care and teaching skills.

B. To plan strategy for next year's program

C. To establish parameters for practicable and viable child day care center programs through interaction of those who have worked in the program with those who will plan the 1970 program.

Plan:

Informal discussion - Description of programs 1969 (1 hour)

Small group discussion - Divided by position held. What were strong and weak points in 1969 program (1 hour)

General session - Exchange of comments and recording on newsprint Summary (½ hour)

Lunch

General session - Presentation of some proposals by Leadership Development Staff

Small group discussion - Random grouping - evaluation of proposals in terms of practicability.

General session - Exchange of group conclusions and general discussion.

MINUTES OF THE MEETING IN DANVILLE

October 14, 1969

Present:
Jerry Robinson and Jo Jordan of Vermillion County C.A.P.
Cayetano Santiago
Arturo Lopez, Illinois Migrant Council
June Foster,
Marge Hall,
Family and Child Services
Chris Frichtl, R.N. , Adler Zone
Ron Domagala, Adler Zone
Mary York, University of Illinois

Jerry Robinson opened the meeting by expressing the desire of the Vermillion County C.A.P. to be of help in the project. He then stated the principle reason for the meeting was to find out how "we can cooperatively create a project that will be of significance in the area of migrant services."

Cayentano Santiago responded by expressing his hope for a cooperative relationship between the Illinois Migrant Council and the Vermillion County C.A.P. He stated that the Illinois Migrant Council had provided more than any other agency in providing services but he felt they were not meeting as many needs as they might in this area. This was the reason for approaching the university for help in setting up a pilot program which will be realistically based in available facilities and personnel and bring in new ideas that the early childhood people from the University of Illinois may provide. The IMC has entered into contract with the University of Illinois to provide the development of the program and has funds to support the operation of the center, he stated.

Mr. Santiago referred to a previous conversation with Mr. Robinson in which Mr. Robinson had expressed the hope that personnel trained in the project could be retained by Vermillion County C.A.P. to continue to work in the centers and stated he approved of this plan. These would be people who have either already settled out of the migrant stream or are willing to do so.

Mr. Robinson asked about the selection of personnel. Mrs. York said that she felt migrant women should be hired and that she hoped that the IMC and County C.A.P. workers would recruit and screen personnel for the center but that the University of Illinois would, of course, want to interview and make final selection.

Mrs. York then presented a discussion outline which covered location, dates, ages and numbers of children, space needs, furnishings, personnel and some general considerations and problems of health services, social services, parent involvement and education, and interstate interagency communication.

Mr. Domagala made the recommendation that a committee working with this project meet with school supervisors in the area in order to coordinate programs.

Mrs. Foster made a correction on the amount of space needed in the nursery; there should be 750 instead of 500 sq. ft. of space. Mrs. Foster said that one room would be permissible as long as the toddlers be separated from the crib infants.

Mr . Robinson pointed out that there are limited building facilities in this area and this will be a problem. He then asked if the Nazarene Church in Rossville used in 1969 could be used. Mrs. Hall responded that it would take thought and careful planning.

The program ran twelve hours a day, six days a week in 1969. This meets the needs of the migrant workers and it was stated that ten to twelve hours a day is neccessary to meet their need for child care. Active churches will not allow programs of this length to use their facilities.

Discussion on available facilities continued. In the end it was stated that the program will depend on what facilities can be obtained. Mrs. York presented blueprints of the day care centers in the state of Washington which are made from four mobile units combined into one structure. These were given to Mr. Santiago who will consider the feasibility of these.

Mrs. York then pointed out that Vermillion County C.A.P. and Illinois Migrant Council will have to determine what funds, furnishings, and space are available and then the University of Illinois pilot day care center project will be limited by what can be furnished.

The staffing of the centers was next discussed. Mrs. York stated that there should be a lead teacher in each room to supervise the educational activities. Mrs. Foster asked if the center would come under Federal Interagency Requirements. The answers to this is yes; the center must come under both licensing standards and Federal Interagency Requirements. Mrs. Foster then distributed some brief descriptions of personnel needed. She pointed out that the qualifications of the director and lead teachers must coordinate with the job description. She expressed the opinion that a lead teacher cannot have responsibility for a group of five children and supervise the assistants. Mrs. Jordon also confirmed this as being consistent with her experience. Both were very insistent that it was not practical to expect the lead teacher to both supervise assistants and to teach a group of children at the same time. Discussion on this continued.

The discussion was summarized as saying that we need to spell out the chain of committes and to spell out training responsibilities both in terms of who was going to do it and in terms of participating in training. It was seen that it needed to be kept in terms of practicability in order to be replicated in other areas where there were not the resources of the university.

The possibility of utilizing N.Y.C. trainees and volunteers as auxiliary helpers was discussed. Mrs. Foster recommended that volunteers be considered and that the program be structured to provide guidelines, criteria for participation and training for N.Y.C. and volunteers.

The scheduling of personnel was then discussed. Mrs. Jordan stated that in their center they had one crew come on at 6:30 AM and a second crew at 12:30 PM, leaving at 6:30 PM. Mrs. York stated that in some Arizona centers a staggered schedule was effective. Mrs. Foster pointed out that it would be well that the same person who put children down for naps be there when they awaken.

In working out financial arrangements between the IMC and Vermillion County C.A.P. the two major considerations are space and personnel costs. Personnel costs are about 80% of the budget for operating a child day care center, Mrs. York stated.

Mrs. Frichtl inquired about health services. Mr. Robinson stated that they were working on plans to get a migrant health program. Mrs. Jordan stated that she had health records and that the families have cards showing immunizations which they carry with them.

Mr. Robinson then asked if the center could be opened around May 1 before the program to be supervised by the University of Illinois commences (scheduled for June 22). Mrs. York stated that she saw some definite advantages to this in taking care of physical examinations, immunizations, dental care, etc. and in training staff and children in the routine of the center operation, Mr. Domagala suggested that provisions for pretesting would have to be worked out.

Mr. Domagala recommended that training be done in the building where the center will be operating.

Mrs. York presented the plan for the evaluation workshop with participants from the IMC 1969 child day care center staffs and people from the Karnes program who would work on a planning committee meeting at the University. After discussion of the date for this workshop was set as November 15 pending approval by Dr. Karnes.* Mr. Santiago recommended that representatives of Family and Child Services be invited. Mrs. York stated that a planning committee will be formed follwoing this workshop. Mr. Santiago pointed out that it would be important to present proposals to the workshop participants and get their reactions.

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*This date has been approved by Dr. Karnes. MEY.

A27

STATE OF ILLINOIS

DEPARTMENT OF MENTAL HEALTH

INTEROFFICE CORRESPONDENCE

DATE October 17, 1969

MEMO TO:

SUBJECT: Pilot Project - Illinois Migrant Council, Pilot Day Care Center

PLACE: Vermilion County, O.E.O. Administration Office

OVERVIEW:

A meeting of agency representatives to discuss cooperation in the establishment and operation of a pilot-model Day Care Center to be used by the Illinois Migrant Council as a model for their other 10-11 migrant day care sites in the state of Illinois. This will be a research program - not a basic service program - to experiment/determine the type of program/curriculum needed for a day care program for preschool children. The Illinois Migrant Council has contracted with the University of Illinois to set up, administer/operate, research and write up the results and the day care program that evolved from this program to be held in northern Vermilion County during the Summer of 1970 for an eight-week period.

ATTENDANCE:

Mr. Jerry Robinson, C.A.P. Director, Vermilion County
Miss Chris Frichtl, R.N., Adler Zone Center, Champaign
Mr. Cayetano Santiago, Director, Illinois Migrant Council
Mrs. Marge Hall, Licensing Representative, Department of Children and Family Services, Champaign
Mrs. Jo Jordan, Migrant and Day Care Coordinator, Vermilion County
Mrs. June Foster, Licensing Director, Department of Children and Family Services
Mrs. Mary York, Director, Pilot Day Care Center for Migrants (I.M.C.)
Mr. Arturo Lopez, Field Representative, Illinois Migrant Council
Mr. Ronald Domagala, Preschool Consultant, Adler Zone Center, Champaign

EVERY INTEROFFICE LETTER SHOULD HAVE A SUBJECT. WRITE ON ONLY ONE SUBJECT IN THIS LETTER. ALL LETTERS TO BE SIGNED...NO SALUTATION OR COMPLIMENTARY CLOSING NECESSARY.

OBLIGATIONS AND RESPONSIBILITIES OF VARIOUS AGENCIES (Tentative as seen by Ron Domagala)

University of Illinois:

1. administrative supervision
2. research staff and secretarial personnel
3. training materials and staff

Vermilion County Community Action Program:

1. staff will be paid by C.A.P. program
2. much regular day care equipment and supplies
3. aid in search for site in the Rossville area

Adler Zone Center:

1. special educator to act as consultant in field of early childhood education
2. registered nurses to act as consultants to medical problems
3. to provide personnel to aid in channelling information and discrimination of research

Children and Family Services:

1. provide licensing, consultation and evaluation
2. provide ongoing evaluation and consultation in the field of child development

Illinois Migrant Council:

1. basic funds for project
2. provide coordination with other migrant day programs
3. provide contact with other migrant projects in the Title I (migrant education) programs

OBSERVATIONS/PROBLEMS

1) The physical site will be of major importance - a center of this size (approximately 2,000 square feet) will be very difficult to come up with in the Hoopeston-Rossville area. The prime site target at this time seems to be the semi-abandoned church in Rossville that was used for the 1969 Migrant Day Care Program.

2) The question of training of day care staff was a very important one discussed, since all agreed that the para-professional staff will need much/close supervision and in-service training.

3) Money - how much or how little - is naturally a prime topic of conversation. The budget is very small!

4) Because of the multiple agency interaction, the channels of information and cooperation may get very tangled or confused. Meeting dates will have to be set up long in advance to get any agreement.

5) Medical services for migrants must be increased and improved. The C.A.P. program is at present working on plans of adding services and will be applying for extra funds and projects.

NEXT SCHEDULED MEETING: November 15, at Colonel Wolfe School

RD/atc

(Signed, Ronald Domagala

Ronald Domagala

ILLINOIS MIGRANT COUNCIL

Child Day Care Centers Evaluation Workshop

*****

November 15, 1969

University of Illinois
Col. Wolfe Preschool
403 East Healey
Champaign, Illinois 61820

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Workshop Purposes

A. To evaluate the 1969 program in terms of its effectiveness in:

1. Meeting the needs of migrant families for child care.
2. Increasing verbal and other intellectual skills of children.
3. Meeting needs of children for health services.
4. Increasing ability of children to work in groups and with adults.
5. Involving parents in the program.
6. Establishing good health habits in children.
7. Training migrant women in child care and teaching skills.

B. To plan strategy for next year.

C. To establish limits for practicable and on-going child day care center program through interaction of those who have worked in the program with those who will plan the 1970 pilot project.

PROGRAM

9:00 a.m. Registration--Main Floor, Col. Wolfe Preschool

9:20 General Session--Room 218 Col. Wolfe Preschool

Greetings--Dr. Merle B. Karnes
Response and Introductions--Mr. Cayetano Santiago

Descriptions of 1969 Child Day Care Programs

Rochelle--Mrs. Emma Merriman
Park Forest--Mrs. Don Conway, Mrs. Martha Swenson
DeKalb--Mrs. Roberta Rempfer
Marengo--Miss Peggy Jirasek
Rossville--Mrs. Jo Jordan
Peoria--Mrs. Beatrice Moore

10:00 Small Group Discussions--What were the strong and weak points of the 1969 program?

Graduate students of the Leadership Development Training Program will serve as discussion leaders and as recorders. Please join the group whose number appears on your name tag.

Group 1--Room 218
Group 2--Room 220
Group 3--Room 202
Group 4--Room 224
Group 5--Room 224A

11:00 General Session--Reports from small groups

11:30 Luncheon will be served at the Brass Rail (See map on back of program)

Luncheon Speaker--Dr. Merle B. Karnes

1:30 p.m. General Session--Room 218 Col. Wolfe Preschool

Panel Presentation--The Proposed Pilot Project

Panelists: Mrs. Rita Diesinger
Mrs. Jo Jordan
Mrs. Mary Elizabeth York

2:00 Small Groups (Please return to the same group as in morning session)--Reaction and discussion of Proposal for Pilot Project

2:30 General Session--Reports, Further Discussion, Summary

3:30 Workshop Closes

WORKSHOP PARTICIPANTS

Illinois Migrant Council

Mr. Cayetano Santiago, Executive Director
Miss Rita Diesinger, Coordinator

Child Day Care Center Staffs

Mrs. Emma Merriman and Miss Sonia Ewald	Rochelle
Mrs. Beatrice Moore and staff	Cairo
Mrs. Don Conway, Mrs. Martha Swenson, Mrs. Adeline Estaban, Mmes. Suzi Carr, Maria Theresa Mendez, Mathilde Sanchez, Rosemary Sanchez	Park Forest
Mrs. Roberta Rempfer, Mmes. Weishaar, Hansen, Aurand, Alamia	DeKalb
Miss Peggy Jirasek, Mmes. Beverly Zwick, Donna Krueger	Marengo
Mrs. Jo Jordan	Rossville

Vermilion County Community Action Program

Mr. Jerry Robinson, Executive Director

Mrs. Jo Jordan, Coordinator

Child and Family Service - Child Day Care Center Licensing

Mrs. Dorothy E. Whitehouse	Waukegan
Mrs. Virginia Dorn	Salem
Mrs. Marge Hall and Mrs. June Foster	Champaign

Adler Zone Center

Mrs. Chris Frichtl

Mr. Ronald Domagala

University of Illinois

Dr. Merle B. Karnes, Co-Director, Leadership Development Training Program
Mrs. Mary Elizabeth York, Research Assistant in charge of pilot project--IMC--CDC
Mr. Ernest Gullerud, Jane Addams School of Social Work

Graduate Student Trainees, Karnes Program

Donna Powell
Janice Edwards
Darlean Williams
Charmaine Young
Lynn Whitmore
Ed Katz

Robert Lemons
Billye Woods
Bill McGinnis
Herman S. Green
Diane Samardzich
Ed Sherman

PILOT DEMONSTRATION CHILD DAY CARE CENTER

University of Illinois
in Cooperation with Illinois Migrant Council
Vermilion County Community Action Program

General Plan
(As of Oct. 28, 1969)

Location:

Rossville--Hoopeston area of Illinois

Dates:

Center to be in operation May 1-October, 1970
Program under supervision of University of Illinois to be conducted from June 22-August 14, 1970

Hours of Operation:

6 a.m. to 6 p.m.--6 days a week

Total Number of Children Planned:

50

Age Breakdown:

Number	Classification	How Determined	Adults Required
5	Crib infants	One month of age to able to walk	1
5	Toddlers	Able to walk to approx. 2 years	1
10	2- to 3-year-olds	Predetermined goals achieved or age shown	2
15	3- to 4-year-olds	"	3
15	4- to 4-year-olds	"	3

Personnel--Employment Full Time:

1 Director
3 Teachers
1 Nurse or Trained Health Aide
5 Assistants or Aides
1 Cook
1 Janitress-Laundress

Professionals with Part-Time Responsibility to Center:

1 Community Worker or Coordinator
1 Public Health Nurse

Part-Time Non-professionals:

4 or more Neighborhood Youth Corps workers or regularly scheduled volunteers (Child-Care workers)

Proposed Program to Be Offered to Children:

Health Services--

- Physical Examinations
- Immunizations
- Follow-up on Anomalies
- Remedial Treatment for Dietary Deficiencies
- Dental Examinations and Treatment

Nutrition--

Breakfast, Lunch, One or Two Supplements

Child Day Care--

Infant Care, Bathing, Napping, etc.

Education--

Traditional Preschool Program Plus Karnes' Ameliorative Program (Modified to fit bi-lingual children)

Infant Stimulation

Psychological and Social Services--

- Pre- and Post-testing
- Parent Involvement and Counseling

Proposed Training Plan:

Director, teachers, and nurse (or health aide) should be recruited in advance and pre-program training given. Training of indigenous personnel would be primarily in-service by teachers and directors utilizing available resources.

Plan for Providing for Use in Other Child Day Care Centers for Migrants:

Graduate students from various departments of the University will be enlisted to prepare plans for providing services to the center relative to his or her area of specialization. The plan could then be tested in the center in summer of 1970 and evaluated. Plans, when amended, together with author's name would then appear as part of a "handbook" for the operation of migrant child day care centers.

It is also suggested that audio-visual materials such as video-tapes, slides, or filmstrips be produced to facilitate training of migrant child day care center personnel.

11/15/69

PLAN FOR THE PILOT PROJECT--DEMONSTRATION CHILD DAY CARE CENTER--ILLINOIS MIGRANT COUNCIL

The Department of Education, University of Illinois, is responsible for the planning and supervision of a model demonstration child day care program for children of migrant families.

During the academic year plans will be made utilizing all the resources possible of the University and public agencies for the many phases of a good program to serve migrant and other families. These will, in effect, be tried out in the pilot center which is to be operated in the area which is geographically nearest to the University. Pilot project will then be evaluated and materials revised to be made available to other child day care centers.

The contact between the Illinois Migrant Council and the University obligates the University to provide evaluation of 1969 program, workshops for child day care center personnel, training for the staff of the pilot project, supervision of the pilot project, and evaluation and production of guidelines for child day care centers.

The November 15 workshop completes the evaluation of 1969 program. On the next two pages is a brief description of the pilot project as seen on October 28. This is subject to amendment and change.

There are many questions to be raised; among them are:

How do you schedule staff on an eight-hour day to cover the needs of a twelve-hour day? Is a staggered schedule or a split schedule better?

Preschool projects in Great Britain and here show advantages of family or mixed age grouping of children. Is it practical for these children or not?

Current thinking about staff training plans to train the director, three teachers, and nurse or health aide (all of whom are expected to meet the standards for child care worker as defined on pages 10 and 11 of the state Standards for Licensed Day Care Centers) to in turn train the remaining staff members. Is this practical? Can personnel of other centers be brought to the University for workshops on this? If so, when and for what period of time should they be scheduled?

As you go into your small groups, you will want to discuss these and other questions.

Evaluation Workshop
11/15/69

Summary of Proceedings

IMC-CDC Evaluation Workshop November 15, 1969

Highlights from
Reports from Child Day Care Centers operated summer 1969:

1. Rochelle Child Day Care Center (Lee-Ogle Counties)--Emma Merriman

The children were at first very negative; limits and restrictions were necessary and desired. We tried to avoid criticisms. Each Wednesday, the children were taken on picnics. Convenience foods were used. These are frozen, precooked meals which averaged 30¢ per meal for children and staff. The children napped in a separate room. Naps were never forced. After nap there was a free choice of activities.

2. Park Forest Child Day Care Center (Chicago Heights)--Mrs. Don Conway

The maximum attendance was 58. The center's capacity was 75. Staff included 5 teachers, a visiting nurse, one nurse-aide full time. We had five rooms available to us. The center operated a ten-hour day. We served lunch and an evening meal. Half the children spoke no English. We had bilingual teachers. We insisted on naps. Having a staff lounge was helpful.

3. DeKalb Child Day Care Center--Mrs. Roberta Rempfer

We averaged 38 children. The center was open from 7 a.m. to 6 p.m. Two meals were served: breakfast and lunch. The cost of the meals ran about 55¢ per day. The staff included nine people plus the janitor and bus driver. We had a part-time nurse, paid and volunteer staff. The volunteer staff was of doubtful value. The churches in the area were most cooperative. Art projects were very good. We had very good parent cooperation.

4. Marengo Child Day Care Center--Miss Peggy Jirasek

Our attendance ranged from a minimum of 13 to a maximum of 38 with an average of 24. The center operated from July 14 to October 15. Lunch and a snack were served. The library was most cooperative and provided records and film strips. There was good cooperation from the county. We saw a marked change in the children's attitudes. The children were taken on several field trips.

5. Rossville Child Day Care Center--Mrs. Jo Jordan

There are 3000 migrants in Vermilion County. The staff included nine teachers for fifty children between the ages of 2½ and 10 years. Breakfast, lunch and snack were served each day. Four teachers spoke Spanish. We expect to open May 1 in 1970. We were open 12 hours a day, 6 days a week. The staff worked split shifts; one-half worked from 6:00 a.m. to noon and the other from noon to 6:00 p.m.

6. Centralia (no staff person present)--Virginia Dorn, representative of Child and Family Services spoke

The center operated for three weeks. There were no age limits set. All voluntary help. The center served from 30 to 100 children. Illness rate was high.

7. Cairo Cooperative Child Day Care Center--Mrs. Beatrice Moore

This is a new center. The progress made so far is good. We are trying to serve children between ages 2 and 4. Since this center has not been governmentally financed, a $4.00 per week charge has been made. Only five children per day average have attended.

Highlights from reports from the morning small group discussions:

Group 1--Task was to evaluate program in terms of meeting the needs of migrant families for child care and of increasing verbal and other intellectual skills of children.

Parents should be better informed on how to educate their children. Parents need to be informed that there is a center available, also what is being done in the center for the children; i.e., not effecting any change in the culture of their children; seeing that they are wellfed; catering to their physical needs, etc. Occasional serving of familiar, i.e., Mexican-American foods, is recommended.

Parents want English taught to their children as a second language, in order for the children to do well in public schools. Children have often been punished for speaking Spanish in the public school system. One suggestion was to have children teach the teacher Spanish.

The attitude of the public schools varies from area to area. In Rochelle, the school superintendent was most interested in helping migrants. In other areas, book fees, the cost of lunches and the general attitude of the school personnel discourage the migrant child from attending school. Better cooperation with the public schools is needed.

The child's curiosity should be encouraged. Movies were helpful. Need for acceptance and communication stressed.

Group 2--Task was to evaluate program in terms of providing health services for the children and in establishing good health habits in children.

There seemed to be a general consensus that limited health services were available. If there was no money to pay for services, no services were available.

In some areas, state funds for maternal and child health were of some help. It was suggested that if we could get professionals to see the program in operation, we might get them involved. It was also suggested that first aid and home nursing skills might be taught to the parents and/or aides by the American Red Cross.

Many centers had a program of dental care--teaching the children to brush their teeth. Toothbrushes and supplies were donated.

Materials for health teaching are available.

Group 3--Task was to evaluate program in terms of increasing ability of children to work in groups and with adults.

A group was defined as any more than one. It was felt it was important not to mix ages; that children work better with their own age since older children play rougher, and have different needs for naps and bathroom. It was also felt that when the older child helps the younger child (as he does so commonly in the migrant family) the younger child doesn't have to learn on his own. Age, however, was seen in relation to development; a faster child may be better in an older age group and a slower child in a younger group.

The opinion was expressed that as these children are so often cared for by siblings the relationship to the adults in the center was of great importance. Adults should have positive attitudes toward the child. The children need to learn respect for the adults, but, of course, this can only be learned if the adult has respect for the child. Another group felt that this was an erroneous point of view and that, in fact, migrant children by and large do have a great deal of respect for adults.

Group 4--Task was to evaluate the program in terms of involving parents in the program.

The group stressed the need for involving fathers in the program since the Mexican-American family is strongly patriarchal. Mothers very often know what is best for the children, but it is the father who makes the decision. The importance of direct liaison with the families living in the camp was stressed. Perhaps someone who lives in the camp and who can report problems to staff people is needed. Some centers reported that they tried to have an aide working in the center from each camp served. It was pointed out that there are several varieties of cultural patterns seen in the migrants depending on which area of Texas is the home base. This is seen primarily in exposure to spoken English.

Adult education was seen as an important factor in helping the children in the program. Informal visits to parents and like personal contacts were seen as important. It was and is difficult to get parents together in a group meeting because of their long working hours. However, it was reported that in Vermilion County there was a successful meeting before the opening of the center to orient them to the program. In some areas the use of older children as aides was very helpful.

Group 5--Task was to evaluate the program in terms of training migrant women in child care and teaching skills.

The group felt that it was difficult to find the time for such training. Since working with the children was of prime importance, such training was secondary. It was also a problem to find able and willing mothers who would leave other jobs for training.

It was recommended that in recruiting one should go out and explain why mothers are needed to work in the program. The need for building trust, for having positive attitudes, was stressed. A good discussion with parents before the program opens was seen as helpful. At this time, goals of the program can be communicated and a general orientation to the program given.

Highlights from the Afternoon Session:

Dr. Karnes spoke at the luncheon. She outlined the goals of a well-rounded preschool program and in particular of the Karnes Cognitive Curriculum which is designed primarily to increase the language skills of the disadvantaged child. The children are grouped by ability into groups of five. Each group has three instructional periods of twenty minutes in each of three subject areas: social studies, arithmetic and reading readiness taught by the same teacher. The instructional periods are separated by total group activities. Dr. Karnes pointed out that this instructional program could fit well into a total day of child day care center activities.

After lunch, Mr. Jerry Robinson, Miss Rita Deisinger and Mrs. Mary York presented the plans for the pilot project from the point of view of Vermilion County Community Action Program, the Illinois Migrant Council and the University, respectively. (The outline that was handed out is attached.)

Miss Deisinger stressed need for parent involvement, bilingual instruction and training of volunteers.

Mr. Robinson expressed the need for new ideas in providing meaningful service. He also described some of the services their agency has provided. He also expressed the hope that the pilot project will be meaningful and will provide a transferable program.

Mrs. York distributed the outline of the project and briefly discussed the outline. She spoke of the advisory committee which is being formed and which involves the various university departments and various public agencies. She posed some questions for discussion and mentioned the need for considering the formation of centers that would integrate migrant children into the community as opposed to furthering segregation. Following this, the participants were asked to discuss the plans and to make recommendations.

Reports from the small group discussions:

Group V--*The general consensus was that the children should be grouped by age.

*There was some disagreement on whether or not infants should be included in the program. Migrant mothers usually want their babies near them while they work even if they are left in boxes on the edge of the field or underneath a truck. Criteria for accepting infants should be carefully set.

Group IV--*The importance of a good approach to the parents was stressed. Graduate students who are to work with the program must first know migrants and their life styles. It was the general consensus that input by uninformed experts was of doubtful value.

*Grouping children are generally paired; i.e., 2 and 3-year olds, 4 and 5-year olds, etc. Ages have ranged from 2 to 10 years. Some consideration of cross-age level grouping part of the day should be made.

*Mothers should have an opportunity to see the workings of the center.

*Any manual that is produced should provide flexibility; a variety of suggestions rather than describing a rigid structure. Facilities available will vary from center to center and therefore, the program that can be provided will vary.

*Parents will need to be involved meaningfully in the pilot project.

*Need for liaison with the camps was stressed. Only someone living in camp can be most effective.

*Training the directors and teachers only was seen as not adequate. (It had been suggested that the university will work with the professional staff to train them to train the indigenous personnel.) It was recommended that the teacher-aides need first-hand training since they will be the ones who can most adequately reach the parents. Perhaps some of the migrant aides can be trained to do some of the training. The problem is one of time for the aide-training, particularly in advance; inservice training time is also limited.

Group III--*In regard to the matter of scheduling personnel (split shift or staggered schedule), the importance of considering the needs of the children first was stressed. There was considerable discussion of the proper amount of time for the children to be in the center. Some felt that a 12-hour day was altogether too long; others felt that only this met the needs of the parents. A compromise solution may be to provide in-camp care for children before the bus takes them to the center and after they return. Instructional periods should be in the morning when the child is more alert; therefore, the more highly skilled personnel are needed at that time. The child's need for security and for relationships with a minimum number of persons was mentioned.

It is important to know goals for the program.

*Questions were raised about the level of expectancy of the Karnes curriculum. The need for instructional materials in Spanish was cited.

Group II--*Questions were raised about the advisability of organized training and the problem of transportation to the University.

*The need for instructional materials was mentioned and the availability of the instructional materials center. A list of resources would be helpful.

*A chance to observe programs would be helpful.

*Whether aides should be trained to teach was questioned; perhaps their most important function is to provide mothering. They may not be ready for anything more advanced and should gradually work into a position where they can take on teaching responsibilities. The importance of meeting both the aide and the child where he is was stressed. It was recommended that teacher and aide should work together as a team, and can learn from each other.

*The ratio of one adult to five infants is sufficient if there is volunteer help available.

*Group was tending to think that a staggered schedule is better.

Group I--*It was suggested that each center should have a roving teacher who could fill in wherever needed to give extra help.

*Pat rules cannot be set down. Some families need a 12-hour day care and need infant care; others do not. The program should meet their needs.

*This group preferred a split schedule.

Summary of Reports:

It seems that IMC-CDC personnel were saying:
*Give us the kinds of guidelines that we can choose from and use but which will not bind us.

*Give us guidelines for working with the families in the camps and for involving the parents more right from the planning stage up.

*Be sure that graduate students are really in touch with and know the people whom they serve.

*The importance of working with parents in planning was stressed.

Some Major Concerns Expressed at Evaluation Workshop

Recruiting of children:

That parents be approached with respect and understanding of their values and concerns.

That parents thoroughly understand what the center is trying to do for their children and what it is not doing; i.e., not trying to change cultural patterns that are not in conflict with dominant culture.

The teaching of English:

Parents want their children to be fluent in English as a second language

The availability of health services:

Difficult to obtain in many areas

Parent involvement:

Need to involve fathers

Students working with program should be well-acquainted with life styles of parents

Liaison with camps; but families have pride and don't want strangers to see how they live

Staff:

Recruiting and training mothers

How to find time for training

Training:

Variety of problems seen here; in fact, this seems to be a very critical area of concern

Infants:

The Mexican-American participants were opposed to inclusion of infants.

Managers saw a real need for infant care.

Implications: selection criteria needed

Length of day:

12 hours 6 days a week to meet needs of working mothers or 8 hours as best for children and more manageable?

A43

December-January 1970

Advisory Committee
Pilot Demonstration Child Day Care Center

University of Illinois
in Cooperation with Illinois Migrant Council
Vermilion County Community Action Program

Purpose:

To provide (1) advice and (2) assistance in planning and conducting the above project.

Implementation:

(1) Periodic (possibly bimonthly) meetings to review work and findings, and to recommend action.

(2) Provision of assistance from department or agency represented in
   (a) Research on needs peculiar to migrants in relation to the department's area of specialization.
   (b) Writing program recommendations to meet those needs.
   (c) Assisting in workshops to train center workers.
   (d) Creating materials or writing reports that will be of practical assistance to persons wishing to establish child day care centers which will care for a high percentage of migrant children.

Areas of Concern in Child Day Care Center Program:

Administration (facilities, personnel, records, etc.)
Educational Program
Full Day - Day Care (overall program of daily living for children)
Health Services
Nutrition
Parent Involvement
Psychological Services
Social Services
Staff Training

Departments or Agencies Involved:

Adler Zone (State Department of Mental Health)	Ron Domagala, Chris Frichtl

Departments or Agencies Involved (Cont'd):

Child and Family Services (State of Illinois)	Mrs. June Foster, Mrs. Marjorie Hall
Child Development (Home Economics) (U of I)	Dr. Queenie Mills
Department of Public Health (State of Illinois)	Mrs. Marie Gronlund, Mrs. Lucille Allison
Elementary Education (U of I)	Dr. Bernard Spodek, Mrs. Mary Weir
Home Economics (Nutrition) (U of I)	Dr. Janice Smith Dr. Esther Brown Mrs. Bertha Hunzicker Mrs. Anne Baughman
Illinois Migrant Council	Miss Rita Deisinger Mr. Cayetano Santiago
Psychology (U of I)	Dr. John Locke
School of Social Work (U of I)	Mr. Ernest Gullerud
Special Education (U of I)	Dr. Merle B. Karnes Dr. Reid Zehrbach Mrs. Shela Boynton Mrs. Audrey McNattin
Vermilion County Community Action Program	Mr. Jerry Robinson Mr. John Kalman

December 16, 1969

Considerations for Developing
an Early Childhood Program
for Migrant Children

I. What Guidelines are needed?

That is, what does a person who wants to set up a child day care center need to know?

A. That it is better to see the Department of Children and Family Services as friend rather than a foe

1. What the licensing regulations are
2. The whys and wherefores of licensing regulations
   What these regulations are aimed at
   What the basic principles are
3. How the Department of Children and Family Services can help

B. How to set up a working advisory committee

1. Composition--professional and parents
2. Duties and responsibilities

C. How to attend to administrative details in an efficient way

1. Personnel--hiring, management
2. Purchasing
3. Records

D. What health services are needed and how to provide them

1. Obtaining needed health services
2. Keeping records
3. Remedial treatment that can be done by center personnel
4. Health check and what to do about a sick or injured child

E. How to provide proper nutrition

1. Nutritional requirements
2. Menus to supply needs
3. Health Department requirements for food handlers
4. Foods that children will eat and enjoy

F. Special Needs of infants

1. Bathing
2. Diapering
3. Sanitary procedures
4. Feeding
5. "Mothering"
6. Infant stimulation techniques

G. How to schedule program for children (and staff to handle) in different age-groups (overall)

    1. Breakfast, lunch, snacks
    2. Rest and nap periods
    3. Outdoor play periods

H. Curriculum--what is to be taught--(Foundations for language, math, social studies, science, art, music)

    1. For two-year olds
    2. For three-year olds
    3. For four-year olds
    4. For five-year olds

I. How to evaluate effectiveness of program

    1. Appropriate tests for pre- and post-testing of children
    2. Progress records

J. Behavior management

    1. Reinforcement systems
    2. How to recognize an emotionally disturbed child in relation to his culture
    3. What to do about behavior problems in the classroom

K. Parent involvement

    1. Services that parents need
    2. How to get and maintain rapport
    3. How to keep strong link between center and home

L. How to train staff

    1. "Professionals" and nonprofessionals
    2. Using available time
    3. Using available resources

IMC-CDC Demonstration Project Advisory Committee

Task Force Assignments
(corresponds to outline headed "What Guidelines are needed?")

(A.	Working with community resources and public agencies	Ernest Gullerud Shela Boynton Col. Wolfe Preschool
(B.	Organizing an advisory committee	
(K.	Parent Involvement	
C.	Administration	June Foster Rita Deisinger Jerry Robinson
D.	Health Services	Chris Frichtl Marie Gronlund
E.	Nutrition	Janice Smith
F.	Special Needs of Infants	Chris Frichtl Queenie Mills Audrey McNattin Col. Wolfe Preschool
G.	Scheduling--program, daily routine	Marge Hall Queenie Mills
H.	Educational Curriculum	Bernard Spodek Mary Weir John Locke Merle Karnes
I.	Evaluation of Program Effectiveness	Reid Zehrbach
J.	Behavior Management	Ron Domagala
L.	Staff Training	Lillian Katz

Report of Meeting of Advisory Committee
IMC-CDC Pilot Demonstration Project
December 16, 1969

Present: Rita Deisinger, Ron Domagala, Bernard Spodek, Mary Weir, John Locke, Reid Zehrbach, Chris Frichtl, June Foster, Ernest Gullerud, Janice Smith, Marge Hall, Ernestine Cowan (guest of Miss Deisinger) and Mary York

The meeting opened with introductions and a brief recounting of the origins and intent of the project. The members present commented on and asked questions about the material that they had received concerning the project and the evaluation workshop of November 15, and on patterns of migrant life in general.

The "givens" of the project to date are few in number:

(1) There will be a pilot demonstration day care center for migrant children conducted in the summer, 1970, in the Rossville-Hoopeston area.
(2) It will be subject to both the licensing regulations of the state of Illinois and the Federal Interagency Requirements.
(3) The upper age limits for children will be 5; no lower limit has yet been set.
(4) It is to be an operation that can be replicated in other areas which will not have the resources of the University.

Mary York distributed a three-page outline of areas of concern to a new manager. This was reviewed and the members were asked to assume responsibility for task forces or subcommittees to work on these areas of concern. These committees will be expected to set goals and write programs which will be tested out in practice in the pilot day care center. These assignments are attached to this report.

The need to involve migrants in the planning stages was discussed and Rita Deisinger was asked to recruit a minimum of ten to serve on the committee and to attend the next meeting of the full committee.

No exact date for this meeting was set. Mary York is to contact each committee member prior to that meeting. The meeting of the full committee will probably be set for later January.

IMC-CDC Pilot Demonstration Project
Planning (Advisory) Committee

February 19, 1970
Colonel Wolfe Preschool

Present: Mary York, Merle Karnes, Queenie Mills, Marge Hall, Bernard Spodek, Ron Domagala, Cayetano Santiago, Ernest Gullerud (and two students from the School of Social Work), Al Gannon (Governor's Office of Human Resources, Head Start Coordinator), Audrey McNattin, Chris Frichtl, Marie Gronlund, Rita Diesinger, Janice Smith, Jerry Robinson, Mary Weir, John Kalman (VCCAC), Shela Boynton, Helen Nemetz, Diane Samardzich, Bob Lemons, Lynn Whitmore and Aurora Montez, Delfina Meza, Baudelia Guerra, and David Avalos from the Illinois Migrant Council. Guadalupe Cordova and Mr. and Mrs. Noe Gonzalez arrived at the close of the meeting.

Mary York opened the meeting at 4:00 p.m. The members present introduced themselves.

I. Operational Details

Mrs. York distributed schedule cards for task force members to complete regarding their availability for meetings.

Mrs. York said that after the center is in operation, there will be an advisory committee which will have direct responsibility to the day care center. She feels it might be less confusing, therefore, if we call ourselves the Planning Committee.
This action was approved by the members.

Mrs. York said that several of the task forces have felt some overlap of duties. The Scheduling task force could be dropped and subsumed under task forces for curriculum and center administration. Similarly, the Staff Training and Behavior Management task forces could be subsumed under the Curriculum task force.
This action was approved by the members.

II. Task Force Committee Reports

A. Administration

Robert Lemons read the minutes of the last meeting of the Administrative committee. The main points of the minutes were:

Needs
(1) Money for capital improvement.
(2) Facility would determine staff and children.
(3) Staff, # of children would determine staff plans.
(4) IMC Contract

Queenie Mills said that the Special Needs of Infants task force had found the same to be true: needs which the committee establishe were often dependent on other factors. She suggested a flow chart of priorities.

Cayetano Santiago said that there was $1000 available for repairing the facility (painting, etc.). Mr. Lemons said they had thought $2000 would be needed. Rita Diesinger said that Jerry Robinson had promised us use of the Nazarene Church for the day care center. Ron Domagala asked what changes in the facility were most critical.

B. Special Needs of Infants

Audrey McNattin gave a report. She said that the goal of the task force is to provide optimal conditions for x number of infants. She brought up the need for a flow chart for the planning committee as a whole and within each task force, and stated that the task force needs to know what decisions have been made and what decisions need to be made.

Dr. Mills said that toilet training might be a suitable cutoff point for determining age at which "two-year olds" would be included in a two-three year olds' class or remain with infants. Space is needed for both toddlers and children who crawl. She added that the committee needs to know the budget available for health services

C. Social Services and Working with Parents

Ernest Gullerud gave a report. He presented the two main goals of his task force:
(1) Parent involvement
(2) Formation of an advisory committee
Mr. Gullerud said there was some confusion as to the conception of the day care center itself: is it a day care center for children or is there to be total involvement with the migrant family Mrs. York stated that the Federal Interagency Day Care Requirements specify parent involvement. However, Mr. Gullerud said the task force needed to know the nature of parent involvement.

Shela Boynton presented several recommendations of the task force:
(1) Any parent who has a child in the day care center must be involved somehow.
(2) Work with parents who are already in the community.
(3) The day care center might establish a relationship with the adult education program for migrants.
(4) The center should be open evenings; it could serve as a recreational center.

Dr. Mills remarked that care must be available for the children while the parents are at the center.
Mrs. Boynton said that the migrants need to know the kinds of services which are available to them (medical, legal, etc.) while they are in the area. Informational meetings could be conducted in Spanish.

D. Nutrition

Janice Smith gave a report. She said that it was difficult to formulate plans without knowing the amount of local involvement with the nutritional needs of the center. She said also that the nutritional needs of infants and preschoolers differ.

E. Curriculum

Bernard Spodek gave a report. He said the task force is concerned with two groups of children: infants and preschoolers. Age cutoffs are just suggested; many factors need to be considered, and flexibility is very desirable.
In the area of staffing, we need to look closely at staff requirements, and probably should set up guidelines. The director needs to be a highly-qualified person.
Dr. Spodek said the task force believes the area of greatest concern is language. The feeling is that English should be spoken in the center, and since the children must be prepared for school, the emphasis should be on teaching English. Miss Diesinger remarked that bilingual education is being advanced in Texas for migrant children. Other areas of concern are the development of a healthy self-image and the development of cognition. The curriculum should involve all four developmental areas.

F. Health Services

Chris Frichtl gave a report. She read a list of needs which the task force had drawn up. Included were physical examinations for the children, immunizations, and dental treatment. Who will handle these needs and will they be followed up were several of the questions raised. She said that perhaps a manual of information in English or Spanish should be drawn up.

G. Behavior Management

Chairman Ron Domagala reported that practically nothing is available as a separate subject; for this reason, the task force is being subsumed under Curriculum.

IMC-CDC Pilot Demonstration Project
Planning (Advisory) Committee

III. A general discussion followed the task force reports. Mr. Santiago said that a total of $20,000 was available for the project--$10,000 for planning and $10,000 for operating the model center. The Illinois Migrant Council can pay the salaries of the personnel for the eight-week period the center is in operation. Jerry Robinson said that the staff can be placed on his payroll at the end of the eight-week period.

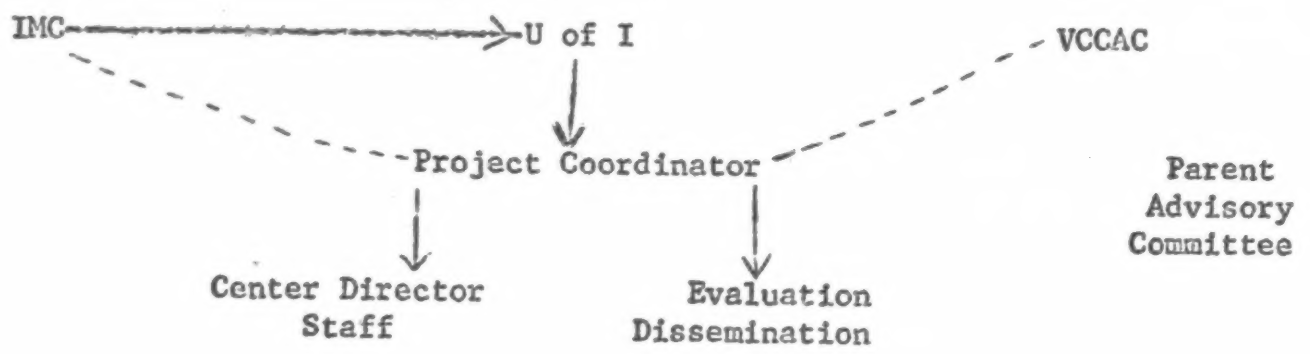
Mr. Santiago said that he must know the requirements for salaries, equipment and repairs and that he needs a list of the material needs of the center.

Mrs. York asked who was going to pay the day care center's bills. She said that she had understood that the bills would be paid by the IMC. Mr. Santiago said that either the University or the Illinois Migrant Council can pay the bills.

Mrs. York said that she didn't know who would do the hiring for the center. Mr. Santiago said that he and Mr. Robinson could make suggestions for staff but the final decision as to hiring should be made by Mrs. York.

Dr. Spodek suggested that perhaps we need a personnel committee, and Mr. Robinson added that some confusion exists as to whom the term "director" refers to. Mrs. York explained that she is the project coordinator but we are lacking a center director.

Dr. Spodek suggested the following diagram of interrelated pessons and agencies:



Mrs. York distributed a discussion draft of a job description for the center director. After a brief reading by the members, Dr. Spodek remarked that ability to speak Spanish should be a requirement for the position of center director, rather than simply "preferred." Regarding the director's salary, Mr. Domagala suggested that we can get an indication of salary from last year's program in Rossville.

IMC-CDC Pilot Demonstration Project
Planning (Advisory) Committee

Mr. Robinson said the Administration task force recommends an eight-hour day, five-day week for staff. Miss Diesinger said that no staff hours are realistic since the migrant workers pick every day that weather permits. For this reason, a double staff may be necessary.

Mr. Robinson said we need to consider the possibility of a bad crop, which would cause a population changeover. Mr. Santiago said that we are geared to populations which move in and out, not settled-out migrants.

Bill McGinnis asked who would be responsible for the budget. Dr. Spodek suggested the project coordinator.

IV. Discussion floor plans

The discussion was led by Marge Hall. She said that the size of the classrooms determines the number of children on the main floor. Twenty-five children can be accommodated on this level. The kitchen will be off-limits to the children since there is no fire door present.

There are two small rooms available for infants on the main floor. Three infants could be accommodated in each room, or three two-year olds could be put in one of these small rooms instead of infants. If there are no infants in the basement, twenty-five children, ages three to six, can be accommodated.

Mr. Robinson got estimates for knocking out a wall and installing a toilet in the basement:

Union plumber:	$700
Nonunion plumber:	$400

Mr. Santiago felt that an extra bathroom was not necessary and suggested that the money be used somewhere else.

Mrs. York adjourned the meeting at 6:00 p.m.

A54

March 2, 1970

Memo
IMC-CDC Pilot Demonstration Project

TO: Planning Committee

FROM: Mary Elizabeth York, Coordinator

SUBJECT: Next meeting of total Planning Committee and Summary of Results of February 19 meeting

As a result of the sampling of schedules of planning committee members, it appears that the best time to schedule a meeting is from 2-4 on Friday afternoons. Therefore, the next meeting will be scheduled for Friday, March 20, from 2-4 p.m. Please mark your calendars.

As a result of the last planning meeting I believe we now have the following areas defined:

1. Number of children: 39-41
2. Ages and grouping (approximate depending on developmental level of child):
   - 0-18 months--6 to be housed in basement
   - 18-30 months--8
   - 2-3 years--10 to be housed in main floor are
   - 4-5 years--15
3. Operational budget: $10,000 approximately.
   Planning budget (includes $900 for instructional materials and $2000 for travel): $10,000.
4. Location: Nazarene Church, Illinois State Highway #1 and Perry in Rossville. (Floor plans have been distributed.)
5. Opening date: June 22, 1970.
6. Staffing pattern: Director, 3 semiprofessional or professional teachers, nurse (nurse-aide or licensed practical nurse), 5 indigenous aides assigned to work with teachers and nurse; cook and indigenous aide; laundress-janitor, bus driver (part-time), and community worker (part-time may be someone associated with IMC or VCCAC.) (If we can carry this big a staff with limited budget.)
7. Hiring Procedures: Professional openings to be announced through various agencies; applicants screened initially by project coordinator; qualified applicants to be interviewed by a community personnel committee (representative of parents' interest) and final choice made.
8. Hours and Days Center will be open:
   Monday through Friday, 8 hours a day
   Opening and closing times to be arranged according to working hours of parents.

IMC-CDC Pilot Demonstration Project

Coordinator's Progress Report to Planning Committee

March 20, 1970

I. Reports mailed out to planning committee members since February meeting
- A. Memo and staffing pattern diagram (February 23, 1970): (Approval requested.)
- B. Report of Meeting with migrant representatives in Hoopeston, February 23, 1970
  - 1. Hiring procedures
  - 2. Quota of children established for each of three cannery camps and settled-out migrants
  - 3. Priorities for recruitment of children
- C. Memo and summary of operational decisions made (March 2, 1970): Number of children, ages and grouping, operational budget, opening date, staffing pattern, hiring procedures, hours and days of center operation

II. Interim Progress
- A. Drafting of equipment list (Items over $15.00 in cost and/or non-instructional)
  - 1. Submission of equipment list to VCCAC and IMC.
  - 2. Estimated cost $5,648
  - 3. To be revised pending determination of available equipment.
  - 4. VCCAC to provide $1,100 toward purchase
- B. Drafting of proposed operational budget
  - 1. Submitted to IMC
  - 2. Estimated total $15,815
  - 3. Subject to adjustment
  - 4. Sent to task force chairmen
- C. Application and approval for special food service program for childr (Jerry Robinson)
  Allotment: 65¢ per child per day for breakfast, lunch and two supplements
- D. Preparation and mailing of materials on job openings to IMC offices, VCCAC, U of I Education Placement, Illinois State Employment Service (in Vermilion County), Danville Junior College (last two through John Kalman)
  - 1. Materials: notice of job opening, application forms, job descriptions for teacher and director
  - 2. Deadline for selection of director: April 3

IMC-CDC Pilot Demonstration Project
Planning Committee Meeting

March 20, 1970
Colonel Wolfe Preschool

The meeting was convened by Mary York at 2:15 p.m.

Present: Mary York, Ron Domagala, Ernest Gullerud and two students from the School of Social Work, Al Gannon and assistant, Marge Hall, Lucille Allison, Bernard Spodek, Audrey McNattin, Mary Boston, Jane Morpurgo, Mrs. Montez and daughter, Baudelia Guerra, Arturo Lopez, Charmaine Young, Ida Stewart (guest)

Mary York explained the new seating arrangement which was being tried at the meeting. The core members (discussants) were seated around the center table:

Arturo Lopez: representing Illinois Migrant Council
Baudelia Guerra: representing the migrants
Marge Hall: representing Children and Family Services
Ernest Gullerud: representing Social Services
Ron Domagala: representing Head Start
Bernard Spodek: representing the University of Illinois, Elementary Education
Audrey McNattin: representing Special Needs of Infants and Child Development Laboratory

The observer-participants in the outer circle were asked to feed in comments and questions to those in the inner circle.

I. Discussion of staffing pattern

Mrs. York reported that Dr. Smith had suggested hiring an aide to the cook rather than an NYC as she could take over for the cook in case of an emergency.

Mrs. York said Chris Frichtl had suggested using the services of a part-time nurse from the Health Department to work with the center part-time. This would eliminate one salary from the budget.

Baudelia Guerra said she has had difficulty getting parents on her advisory committee to the center. She asked if single persons could be placed on the committee. As it is hoped that aides will be hired well in advance, it was suggested that the advisory committee for the center may be selected later from among families who do not have relatives employed in the center. The screening committee for the selection of aides may therefore be a separate committee of three to five members which will be dissolved after the aides are selected.

Mrs. York said that according to OEO guidelines those on the Screening Committee for the center cannot be employed by the center. She stated two criteria for choosing members of the Screening Committee:

(1) No member of their family can be employed by the center.
(2) They must be acceptable to and representative of the community.

A Personnel Committee consisting of Mary York, Ron Domagala and Mary Weir will review applications. The Screening Committee will approve application

The staffing pattern was approved.

II. Equipment List and Budget

Mrs. York announced that a budget had been written and submitted to IMC. The total had come to $15,815. This included a full-time licensed practical nurse and $25 per child for medical-dental costs. If these can be provided through public health facilities, the total will be reduced by $2125.

Mrs. York presented a proposed equipment list. The total estimated cost was $5468. The equipment list is subject to revision, depending on what equipment is already available and what is deemed essential after review by task forces. VCCAC will provide $1100 for new equipment.

Jerry Robinson is planning to underwrite $3000 of the personnel costs.

The Food Service Program for children has been applied for through the state school lunch program. This gives an allotment of 65¢ per child per day for breakfast, lunch and two supplements. Commodity foods are include

III. Timetable

Mrs. York asked Lucille Allison if she would ask the Health Services task force to write a job description for the nurse's position. Mrs. Allison agreed.

The Director of the center will help design and plan recordkeeping. Deadline for applications for this position is April 3 and selection should be made by the middle of April.

The members of the Screening Committee will be selected by April 19. By the fourth week of April, most personnel for the center will be selected.

In the first week of May we will know what equipment needs to be ordered. By the second week in May, instructional materials (under $15) will need to be ordered. $900 is available for instructional materials which will be ordered through the U of I.

By the last week in May, we will need a plan for parent involvement and the parents' advisory committee. By the first week of June, Mr. Gullerud will have a plan for approaching parents. Mrs. York suggested holding a general camp meeting which would explain the program, its procedures and quotas, etc., to the parents.

Mr. Lopez said that recruiting children for the center would be no problem. Mrs. York said the biggest problem will be explaining to parents why some children cannot be taken.

Mrs. York asked Mr. Lopez and Miss Guerra if the parents would be willing to bring their children in for testing a week before the center opens. Mr. Lopez said they would if transportation, etc. were provided.

Dr. Spodek discussed the child care center workshop to be held May 16. He suggested inviting those from migrant day care centers around the state

The only task force report given was the sub-task force report on staff training.

Task forces were asked to note the dates on the timetable when specific assignments are due.

IV. Discussion of the teaching of language

An Opinion Survey was completed by the members. The general question raised was: What should be the policy of teachers and aides using Englis and Spanish?

Ron Domagala asked if all the staff members will be bilingual. He said it would be nice, but it can't be assumed.

Mrs. York said that the goal of the center is to teach English. However, this goal needs to be better-defined.

Dr. Spodek said that those children going back to public school in Texas need to know English. The very young children may need more English.

Mr. Lopez felt that while younger children(4-5 years) need English, for those under 3 years it is not so important.

Mrs. Hall asked if we knew how many of the children's homes are bilingual. Mrs. York suggested that perhaps when children hear two languages, they don't become proficient in either language. Mrs. Hall said that in order to learn a second language, an individual needs to be proficient in his o

Mr. Lopez said that the migrants want to keep their culture, and Spanish is part of their culture. They need their own language first.

Mr. Domagala said we must avoid placing a stigma on persons not able to speak English. He added that the children will need English in the publi schools and in the larger society. Miss Guerra said that the young Mexican children speak Spanish very well.

Mrs. York suggested the following approach:
Speak English at one time.
Speak Spanish at another time BUT
Do not speak the two languages at the same time.

Mr. Lopez said that a lotof children of settled-out migrants speak English. The problem begins with the migrant children who do not come from settled-out families. He felt that if a third party between the migrant parents and the center staff was needed to translate, the parents might become distrustful.

Mrs. York raised a pertinent question: Should a teacher be a warm, loving personality or have the ability to speak Spanish? Which requirement is more important?

Mr. Lopez said that it would be desirable for teachers to know both languages, but indicated that the nature and ability of the person was more important.

Mr. Gullerud said that the atmosphere of the school would influence the type of food served. The atmosphere might reflect an anti-cultural bias.

Mrs. York felt that the attitude of the teacher was extremely important. Mrs. Hall said that a warm, genuine person has more success with people. This is a more important factor than education.

Mrs. York drew the following conclusion:
Teach as much English as possible in this short time BUT
Respect the Mexican culture--with songs, games, food, etc.

Mrs. McNattin asked if it is beneficial to teach English if the child will not use English again until he enters public school or Head Start. Mrs. York stated that home support of English could come through siblings who had been in public school programs.

Mrs. York asked how we teach English. Mrs. Boston suggested that perhaps those going on to school should have more formal English. The younger children could be taught English informally.

After discussion, the general consensus seemed to be that some portion of the program should have a formal structure.

Charmaine Young said the informal process is attractive in that it meets the immediacy of the problem, although it takes longer. But the formal structure is necessary for older children.

The Opinion Survey was completed again by the members after the discussion

It was decided that the next meeting of the total planning committee will be held the second week of May.

The meeting adjourned at 4 p.m.

IMC-CDC Pilot Demonstration Project

TIMETABLE

Space, Equip., Supplies Administrative Details	Personnel	Program	Week beginnin Date
Budget to be revised and approved.	Staffing pattern to be revised and approved.	Approach to teaching language to be determined.	3/22
	Remaining job descriptions written and circulated (H.S.&Nut.)		3/29
		Purposes and policies to be written.	4/5
Applications for licensing to be submitted		Curriculum plan outlined.& Goals established (Curric., Inf.)	4/12
Plan for records and administration to be outlined. (Adm.)	Aides to be recruited and applications submitted. (IMC-VCCAC)	Plan for food service to be outlined (Nut.)	4/19
Verbal approval of lic. rep. to be obtained.	Personnel selected.	Equip. lists reviewed and essential items designated(Inf.,Nut.,Cur.)	4/26
Available equipment to be listed and new equip. ordered.	(5/7,8,9) All-state workshop. (Karnes' trainees)	Medical plan to be outlined. (H.S.)	5/3
		Instructional materials to be ordered (Inf.,Curric.,Eval.)	5/10
	Physicals and references for staff to be obtained.(IMC,H.S.)		5/17
Temporary lic. permit to be obtained.			5/24
Renovation of facility to be completed.(VCCAC-IMC) Bus & driver to be arranged for (VCCAC)		Plan for parent involvement and recruiting of children. (Soc. Ser.)	5/31
Equipment to be in center. (VCCAC-IMC)		Menu plan and buying guide to be completed.(Nut.)Recruit children(IMC-VCCAC)	6/7
Equipment and rooms organized. Food and supplies to be ordered.(Dir.& staff)	Staff orientation-training.(Dir. & UI resources)	Physical exams.(H.S.) Testing (Eval.)	6/14
	Full staff on job.	First day of operation.	6/22
Center to be licensed.			6/28

Abbreviations in parentheses indicate task force or agency to be responsible.

Summary and Analysis of Opinion Survey on the Teaching of Language in a Pilot Demonstration Child Development Center for Mexican-American Migrants

On March 20 an opinion survey covering two major questions concerning the teaching of language in the child development center was distributed to the members of the planning committee present. The first eleven questions of the survey related to the general question: "When should English and Spanish be spoken in the child development center?" and the second seven questions related to the general question: "How should English be taught?"

Eighteen of approximately forty people who have been involved in one way or another on the planning committee were present. Of those not present five returned the questionnaire by mail. This summary represents the answers of eighteen (following discussion) plus five mail returns.

A study of the returns reveals that there was consensus on all questions on the first part except four and on only one question in the second part.

In considering a consensus had been reached one divergent response was allowed.

Question	No. "Yes" Responses	No. "No" Responses
Part I		
4. When speaking to four and five-year-olds should the teacher use English only?	8	15

Question	No. "Yes" Responses	No. "No" Responses
7. Should the aides be required to use only English when speaking to four and five-year-olds?	4	19
9. Should the teachers restrict their use of Spanish to clarification of misunderstandings or when a child is emotionally upset?	2	21
11. Should there be no restrictions set on when English or Spanish is used?	5	18
Part II		
1. Should English be taught by aides and teachers talking with the children as they work in the learning centers (block area, housekeeping area, math center, etc.)?	21	2
2. Should English be taught in separate language lessons to small groups of children?	18	5
3. Should the same lesson (e.g., recognition of pictures or objects) be taught by one person in Spanish and then by another in English?	6	17
4. Should the teachers and aides teach English by repeating, correcting, and expanding the children's utterances?	20	3
5. Should the teachers and aides require the children to repeat corrected and complete sentences?	11	12
7. Should the program move from Spanish games, songs, and stories in the early days to English later?	16	7

Discussion and Conclusions

The consensus obtained in Part I of the survey was that neither professional personnel, who will be fluent in English, nor the non-professional personnel, who will be primarily Mexican-American, should be restricted to using either language when conversing with the children. We cannot interpret this to mean, however, that no restrictions should be made. Approximately one-third of the respondents indicated that the teachers of four and five-year-olds should use English only when talking with this age group. Nor can we consider the two-thirds response of "Yes, there should be no restrictions set on when English or Spanish is used" to be a true answer, since the use of negative in the wording of this question makes it unclear which response would imply no restrictions. We can, however, conclude that the restrictions placed on when English or Spanish should be used should be minimal and should apply more to the work with the four-and-five-year-olds than with the younger children.

In the responses to the questions regarding the methods to be used in the teaching of English, considerably less agreement is seen. A negative answer to question #6 regarding the use of all English games, songs and stories was the only consensual agreement. A large majority agreed that English should be taught by all personnel as the children work in the learning or activity centers and that this should be taught by "repeating, correcting, and expanding the children's utterances." A majority also felt that there should be separate language lessons taught to small groups and that Spanish games, songs, and stories should be used early in the program and English introduced later. A majority also indicated that the same language lesson should not be taught in Spanish and repeated in English.

Some directionality is given by these survey results to the curriculum committee, which is given not only the task of designing program for the children but of designing staff-training and of ordering instructional materials.

(1) The emphasis on teaching English in a naturalistic setting and of building on the children's language implies that the major task will be to design staff-training which will sensitize staff to detecting the "teachable moment" and give them techniques for teaching language while the children are involved in play or in the routines of the day.

(2) A repertoire of Spanish games, songs, and stories should be provided.

(3) Guidelines for making daily lesson plans for teaching language in small groups should be designed.

(4) To provide for the maximum amount of English-learning with the least amount of confusion and discomfort to children whose native language is Spanish, a clear definition of when and under what kinds of circumstances English and/or Spanish should be used is needed.

Report of Meeting

IMC-CDC Pilot Demonstration Project
Planning Committee

June 4, 1970 Colonel Wolfe Preschool

Present: Marjorie Hall, Ida Stewart, Baudelia Guerra, Dennis McCarthy, Queenie Mills, Mary Weir, Ernest Gullerud, Ron Domagala, Chris Frichtl, Janice Smith, Esther Brown, Mr. Garcia, Mrs. Ayala, Mr. Lopez, Mrs. Castillano (the last four from Hoopeston) and Mary York, presiding

The purpose of the meeting was primarily to hear reports on the work done by the various task forces and preparations made for the opening on June 22.

Mary York reported that an advisory committee of Hoopeston area residents had been selected. To serve on this committee are Melba Ayala, Roberto Castillano. Raul Flores, Dr. Americo Garza, Helen Kaufman and Thomas Wonderlen. The first meeting of this committee is to be July 18.

Mary York and Ida Stewart reported on the selection and hiring of staff for the center. Applicants for aide positions were recruited from the migrants and settled-out migrants in the Hoopeston area and were interviewed in Hoopeston by Ida Stewart (who had been selected by a committee from Illinois Migrant Council and Vermilion County Citizens Action Committee from three applicants for the position of director) and Mary York. Some thirteen applications for the position of teacher were received. The applications were reviewed by a committee made up of Ida Stewart, Mary Weir, Ron Domagala and Mary York and five were rejected as not meeting the qualifications. Three other applicants accepted other jobs in the meantime and withdrew their names. Finally, four applicants for the position of teacher and one for the position of nurse were interviewed by Mr. Joe Ayala and Mr. Art Lopez of the Illinois Migrant Council and three teachers and the nurse were hired. All the teachers were college graduates with background in child development and early childhood education. The nurse was a Peruvian, fluent in Spanish, and a background in pediatrics.

Dennis McCarthy, representing Vermilion County Citizens Action Committee, reported that use of space in the John Greer School in Hoopeston had been obtained for the center; that VCCAC would provide a bus and bus driver; that some equipment would be provided, although they were not sure what equipment would or would not be available to the center for another week; and that a letter had been written to the school lunch program notifying them of the change in the number of children to be served. He also reported that commodit foods would be delivered early in July or could be picked up in Springfield. Mary York reported that she was planning to do this. In speaking of equipment, Dennis stated that they had found that quite a lot was in storage.

Mary York reported that Ida Stewart, Marge Hall and she had been to Hoopeston to look at the school and were delighted with the facility since it would allow for the care of more children and was more conveniently arranged.

IMC-CDC Pilot Demonstration Project
Planning Committee

June 4, 1970

Marge Hall reported on licensing procedures that had been completed or partially completed. She stated that since the space to be used is in a public school, fire and health department clearance is not needed; the information on the director, statement of purposes and policies and plan for food preparation and service had been received; plans for health and medical care seemed good although a written plan had not been received; staffing and grouping records were not quite complete and report on furnishings was incomplete. As these are completed and received, they will be reviewed and a temporary permit issued.

Mary York reported that a cook had been hired. She has been working as a cook in the Hoopeston school and with her comes the use of cooking equipment.

Equipment has been ordered through the University and has been loaned to the project by Dr. Spodek and Dr. Karnes. Cribs have been ordered and a 25% discount given by a local furniture store.

A request for baby clothes was made.

Mary York reported on the results of the questionnaire on language teaching. She stated that the recommendations seem to be that there be minimal restrictions on the use of either English or Spanish; that English be taught through utilizing routines and the "teachable moment" as children are engaged in their activities; that some structured language lessons be given the older children; and that Spanish songs and dances be used.

Mary Weir gave a report for the Curriculum Task Force. She said that a written statement of goals had not been made, but that the goals and methods had been discussed at some length. She expressed the feeling that specific goals destroy flexibility and gave an overview of some general goals. She also outlined the goals listed in the report of the April 16 meeting of the task force

Dr. Smith reported on the work of the Nutrition Task Force. She stated that Dr. Brown had written a resource paper on nutritional needs and that Mrs. Hunzicker and Mrs. Baughman had composed menus for two weeks utilizing foods familiar to Mexican-American migrants.

Chris Frichtl reported on the duties of the nurse, who will be in charge of the infants and will also attend to the health program in general for the center. She reported that immunizations would be done by Helen Kaufman, the public health nurse in the area and that physicals are to be done by Dr. Garza.

Audrey McNattin and Dr. Mills reported on the Task Force on Special Needs of Infants. They reported that the stress is to be put on the individual needs and recommended that each worker be responsible for a small group of children. Dr. Mills commented that there should be outdoor and indoor activities and that there should be an informal program which includes rocking babies and playing with them.

IMC-CDC Pilot Demonstration Project
Planning Committee
June 4, 1970

Ernest Gullerud reported on the investigations of the committee on Social Services. He and his graduate students had visited Hoopeston and interviewed IMC and VCCAC staff members. The peculiar situation of the migrants makes it indeed hard to formulate a program, he stated.

Mary York reported that pretesting and post-testing is to be done using the Bettye Caldwell Pre-School Inventory and the Denver Developmental Screening Test. It was also reported that three trainees with the Karnes program and some nurses in training will work two or three days a week in the center.

There was a long discussion on the number of children that could be admitted to the center. Baudelia Guerra cited the need for child care services and the large number of children to be served. There will be enough space for sixty-tw children but other considerations are the increase in the number of cots needed and the amount of supplies as well as the necessary staffing to provide adequat care. Until this can be considered more closely, it was recommended that we consider fifty-two as the limit.

All planning committee members were invited to visit the center while it is in operation. The committee was asked if they wished another meeting to which they responded in the affirmative. It is to be scheduled later, and the committee members advised of the date.

Advisory Council--Task Force on Center Administration

Report of conference with June Foster (January 8) and of meeting with Cay Santiago (January 9)

There were several questions raised in reference to the administration of the demonstration center in Hoopeston and of center administration in general. Among them were:

1. In whom does the responsibility for the administration of the center rest?

   Cay's answer: It varies, depending on the center, but generally it rests with the center director and this will be true in Hoopeston. The director reports to the IMC director (Cay Santiago).

2. Should the task force on administration have 2 or 3 long meetings or one full day? When can the first meeting be scheduled?

   While this was not completely answered, a first meeting was set for the afternoon of January 16 starting with lunch. The meeting is to be held at the State Regional Office, 2125 South First, Champaign. Rita Deisinger and LaVerne Hickey will attend, representing Illinois Migrant Council. Jerry Robinson from Vermilion County CAA will attend, and Mary York is to sit in on this meeting also.

3. What is this task force to deal with?

   Primarily, it is to provide some operational guidelines for administration, particularly in the following three areas:

   (1) Personnel--recruiting, hiring, records and supervision.
   (2) Purchasing and property control--Purchasing will be primarily of supplies and replacements for current operation.
   (3) Records on children--collection, storage and use of records.

   Further definition of the job of this task force and a method of working is to be forthcoming from the January 16 meeting.

4. June Foster, chairman, asked for inclusion of a graduate student to help in writing reports and guidelines to serve on this committee.

5. At the IMC-CDC meeting in Chicago, May 7, 8 and 9 were set for an all-state CDC personnel workshop in Champaign.

MINUTES OF MEETING

TASK FORCE ON ADMINISTRATION

January 16, 1970

Present: Miss Rita Deisinger, IMC, Inc.; Miss Laverne Hickey, IMC, Inc.; Mr. Jerry Robinson, Executive Director, Vermilion CAP; June Foster, DCFS and Mary York, Director of Model Migrant Project

The Committee met from 1:00 to 5:00 in the Regional Office Building. In previous discussions with Mary York, it was agreed that the Task Force on Administration would welcome the assistance of two graduate students from Colonel Wolfe who would assume responsibility for recording and compiling the work in appropriate form for consideration by the Advisory Committee. Mrs. York informed us that Mr. Robert Lemons and Miss Pat Needle had agreed to accept the assignment. Mrs. Foster agreed to dictate a rough draft of this meeting which would be distributed to those present for additions and corrections. She also agreed to confirm the date for the next meeting. The meeting has been scheduled for 1:00 P.M., January 30, in the Regional Office Building. At that time a permanent chairman of the Administrative Task Force is to be selected.

According to the guidelines distributed at the first meeting of the Advisory Committee, the charge to this group was to develop efficient ways of handling the following administrative details:

(1) Personnel
  (a) Development of a staff plan for the center.

The general plan as of October 28, 1969, lists the following staff for the program described: one director; three teachers; one nurse or trained health aide; five assistants or aides (one to each of the five groups); one cook; one janitress-laundress. This plan is appropriate if the hours of operation are changed from 6:00 a.m.-6:00 p.m. to 8:00 a.m.-4:00 p.m. The shorter hours of operation would then eliminate the need for split or overlapping shifts of staff. The possibility of developing care in the camps for before and after the hours the center operates was discussed. The question was asked about application of licensing regulations to such a plan. Mrs. Foster is to investigate.

  (b) Hiring procedures.

Mr. Robinson and Mrs. York agreed that he would accept all applications. Mrs. York would participate in the interviewing and screening to the extent that she could say, "These are eligible. The choice is yours."

(c) Management.

Mrs. York shared a copy of a publication, "A Guide for Managers of Child Day Care Agencies," which she had edited when she was the child development specialist with the Migrant Opportunity Program in Arizona. Mrs. Foster said she thought it was excellent and could be used to write job descriptions and policies. Mrs. Foster sent a request to Mr. Richard Zazueta, Director, requesting five copies or permission to reproduce the materials.

(2) Purchasing

It was agreed that the areas to be included are:
(a) Basic equipment
(b) Operating and replacement equipment
(c) Foods
(d) Consumable supplies

(3) Records

Mrs. York suggested that we not concern ourselves with health records in this area since this is the responsibility of another committee. However, Mrs. Foster stated that health records must be in accord with Federal Interagency Day Care Requirements and Standards in effect in Illinois.

The guides must include provisions for assuring that certain information about the children, their families, etc. is available for use by center staff; that appropriate storage of such records from season to season is done; and that disposition from season to season and from centers to schools is done.

The multiplicity of records required by the three agencies, Vermilion CAP, Illinois Migrant Council, Inc., and the licensing agency can cause an intolerable administrative burden. It was agreed that each agency would bring to the next meeting: (1) copies of all forms required which specifically relate to information about the child and his family; (2) all statistical reporting which includes procedures for recording attendance, whether daily, weekly or monthly. All members expressed a desire to devise forms which could satisfy the requirements of all agencies involved. The procedure for gathering, filing and disposition is to be coordinated.

Written consents for field trips, emergency care, etc. are needed. The discussion did not clarify whether a blanket permission or individual consents were preferable.

The committee members agreed that administrative guides for each segment of the program should be developed. They identified:

(1) Advisory group which is required by FIDCR. The book on Management referred to above states it can: assess community resources currently available, facilitate their use, and point up need for those not currently available; serve as a source of information; study existing problems; provide plan of closer cooperation; and coordinate to eliminate duplication and gaps in service. Mr. Robinson suggested that the Advisory Group for the Head Start for migrant children in Hoopeston be expanded to meet this FIDCR.

(2) Volunteers--recruitment, selection, assignment, training and supervision

(3) Food Service--planning, purchasing and preparation

Since many details of the program are dependent upon the facility, it was agreed that this should be given first priority by this group and identified as the first administrative task in the Guides. Appropriate legal clearances such as rentals or contracts for leasing and securing all required clearances from both local and state governmental units is necessary and takes time.

As a result of this discussion,an appointment was made for Mrs. York; Mrs. Hall, the licensing representative who will be working directly with this project; Mrs. Foster and Mr. Robinson to go to Rossville to visit the proposed facility on January 27.

Submitted by:

(Signed June Foster)

(Mrs.) June Foster

JEF:nb

1/26/70

IMC-CDC Advisory Committee
Meeting of Task Force on Curriculum for Children
February 12, 1970

Present: Dr. Bernard Spodek, Chairman; Dr. Merle Karnes, Dr. John Locke,
Mrs. Mary Weir, Mary York
Absent: Judy Good, Donna Powell, William McGinnis

Suggested age-groupings: The floor plans of the Rossville Church, which will be available to the project, were presented by Mary York and the possible age-groupings of children were discussed. Dr. Spodek proposed that there be two two-year age span groups: i.e., 2 to 3-year olds and 4 to 5-year olds. It was suggested that the different classrooms and areas on the main floor of the building could be utilized for different interest or activity areas for the 4 to 5-year olds but that the 2 to 3-year olds should be in the large classroom at the front of the building which would be suitable as a self-contained classroom.

Staffing: There was a discussion of staffing and requirements. The staff will be hired through the Vermilion County Community Action Agency. No conclusions were reached on whether these should ideally be residents of the community and what qualifications should be required.

Language: The development of language was seen as the urgent need for this population. There was a consensus that emphasis should be put on English as the language to be used in the center, with Spanish used as a receptive language by adults and expressive language by adults only to clarify or to meet special needs. Dr. Locke spoke of the use of pantomiming, choral speaking, and using materials from the children's lives as sources of building English vocabulary.

Learning Goals for children: Some rather general learning goals were discussed. These included socializing experiences, English language, learning to cope independently within a group and in a classroom, building a healthy self-image. The development of cognition was discussed and it was pointed out that this would be on an elementary plane of object identification, recognition of colors. and so forth.

Major Agreements of the group: The consensus was that the curriculum should envelop the four major developmental areas and that both formal and informal approaches should be made to teaching.

IMC-CDC Pilot Demonstration Project
Sub-Task Force on Staff Training

Report of Meeting

Colonel Wolfe Preschool — March 5, 1970

Present: Ron Domagala, Jane Morpurgo, Mary York; Absent members: Helen Nemetz, Charmaine Young, Mary Boston

Decisions Reached: It was agreed that five days should be given to pre-service training which would provide for the staff orientation to the objectives and program and procedures of the center. Definite schedules for in-service training should be arranged and in-service training should be differentiated from staff meetings. The staff should be on salary for the week of pre-service training and all should be involved. The pre-service training should be conducted in the center.

The task force members present today saw their job as one of providing guidelines and resources to a center director for conducting staff training, and of serving as consultants rather than being actively involved in conducting the training.

Since the center director will be the one to conduct or arrange for training, it was deemed urgent that this director be selected as soon as possible. Mary York announced that notices of job openings along with job descriptions for director and teachers and application forms would be sent out March 6. It was, therefore, recommended that the deadline for selection of a director be set at April 3 and that the next meeting of the task force be set after this person is selected so that she can be a part of it.

Other Topics Discussed: Possible areas to be included in the orientation-pre-service training are staff roles and scheduling, policies and procedures routines of daily living, planning for daily evaluation and program planning by the teams responsible for the various areas of the center, room arrangement.

It was suggested that the Karnes trainees could be a resource to the director and could conduct one or more sessions on a specific area and that, depending on the work-load they will carry during that summer period, might be able to serve as consultants to the teaching-teams observing the program and then meeting with them during nap-times for instruction based on their observations.

The Karnes trainees will conduct a workshop May 7, 8 and 9 for child day care center personnel from all IMC centers within the state. It was recommended that the staff of this center should be recruited by this date in order to benefit from this training.

The meeting adjourned at 4:00 p.m. as planned. No date was set for another meeting pending selection of a director.

IMC-CDC Planning Committee
for Pilot Demonstration Project

Report of Curriculum Committee Meeting

April 16, 1970 Colonel Wolfe Preschool

Members present: Mary Boston, Charmaine Young, Ida Stewart, Ron Domagala, Merle Karnes, Mary York

The members present determined that the principle tasks currently facing the Curriculum Task Force were:

--Give direction to the workshop for IMC child day care personnel state-wide to be conducted by the Karnes trainees

--Establish learning goals for the two and three-year olds and the four and five-year olds

--Compose a list of instructional materials and order materials

A subcommittee composed of Ida Stewart, Mary Boston and Judy Good or Jane Morpurgo will work on the last task. Ida will call this committee together.

Goals were outlined as follows:

I. Cognitive Skills

  A. Learning English

    1. Vocabulary based on basal readers used in the public schools, on real-life situations and on the immediate environment
      a. Names of people, places and things
      b. Action words
      c. Relationship words; i.e., prepositions, adjectives, adverbs, connectives

    2. Complete sentences

  B. General language and cognitive skills (English and/or Spanish)

    1. Classification
    2. Cause-effect relationships
    3. Sequential memory--auditory and visual
    4. Auditory discrimination--distinguish differences in sounds
    5. Visual discriminations
    6. Problem solving
    7. Following directions
    8. Listening skills (This is related to d but goes beyond it.)
    9. Number skills

II. Social Skills--Adjustment to School Environment

A. Sharing
B. Adjustment to routines
C. Care of materials
D. Communication of needs--the child's own needs
E. Channeling emotions (verbalizing feelings)

III. Creative Expression

A. Dramatics
B. Movement and dance
C. Art
D. Music

The members present spoke of the need to translate some of the educational jargon, such as "sequential memory," into terms easily understood by teachers with minimum required education and paraprofessionals.

The need to design good sample schedules that will include outside and indoor activities using large muscles, rest periods, etc. was mentioned.

One of the implications of establishing the learning of English as a goal is that the appropriate times for the speaking of English and Spanish need to be clearly defined. The importance of expressing a complete thought in English or in Spanish but not mixing both in the same sentence was stressed An example was given: "purse" (pointing to the object). "This is a purse," and immediately afterward, "Esta es una bolsa." It was further suggested that a circle game might involve having objects and having the children identify them using complete sentences. For one child it might be a big step forward to use a whole sentence in Spanish identifying the object. The teacher might then say, "I wonder how that would sound in English?" Social rewards--praise, clapping, etc. could be used liberally as each child responds appropriately.

The following materials were distributed at this meeting:

1. "Purposes and Policies of the Rossville Child Development Center"
2. Job descriptions for Teacher and Child Care Aide
3. Summary of Opinion Survey on the Teaching of Language
   (Opinion Survey made at March 20 meeting of planning committee)

It was announced that Ida Stewart had been approved by the community screening committee for the position of center director and has consented to accept the position.

It was also announced that a language master is being purchased by the Vermilion County Citizens Action Committee for use in the center. The implication of this action is that the teachers should be trained to use it and it was suggested that a demonstration of this should be included in the May workshop. Discussion on this also brought out the suggestions that alternatives to this should be given and that this may be an example of one of a variety of materials which may be part of a "responsive environment."

Members present were asked to approve the use of the Bettye Caldwell Preschool Inventory as part of the evaluation program of the center. No dissenting opinions were voiced.

The next meeting was scheduled for Thursday, April 23, from 11:00 to 1:00. Mary Boston consented to notify members and to verify their availability for the meeting.

The meeting adjourned at 12:00.

Submitted by,

Mary E. York

IMC-CDC Planning Committee for Pilot Demonstration Project

Report of Task Force Meeting
Curriculum

April 23, 1970 Colonel Wolfe School

Present: Jane Morpurgo, Ida Stewart, Mary Boston, Mary York

The minutes of the April 16 meeting were reviewed and the following changes recommended:

For I substitute Cognitive for Language Skills. In section B, add the word cognitive so that this reads Language and Cognitive Skills. Add #9, Number Skills. Change C. to II and D. to III with appropriate subheadings.

Jane raised a question on the choice of the Preschool Inventory. The reasons for using this were stated as:

(1) To give child experience with testing
(2) To define areas of least knowledge
(3) To evaluate progress

It was recommended that the testing be done after children had been in the center for a week.

A discussion of how appropriate times for the use of English and Spanish are determined ensued. It was suggested that for many informal situations Spanish is appropriate, while for formal, school-type situations, English is appropriate. Children will need to learn to make requests in English.

Jane and Ida volunteered to rewrite the goals with appropriate explanations.

No time was set for additional meetings.

Submitted by

Mary E. York

January 20, 1970

Committee: Health Needs

Present: Mary York, Chris Frichtl, Marie Gronlund, (Lucille Allison)

Mary York suggested to Chris Frichtl that the Committee consider what the Director of the day care center should know as far as providing needed health services is concerned. She reminded Chris of the manual she had given her on migrant health programs in Arizona.

Mary York said that video tapes would fit into the training area.

Mary York said that the main task of this Committee is to design a health program for the child day care center. She suggested using a graduate student from Dr. Karnes' program for writing, etc.

An informative manual and tapes should provide guidelines for day care center staff throughout the state. Mary York said that the manual should be one that could be used in any day care center--not only a migrant center--although the focus of the manual will be on migrants and their special health needs.

Mary York said that they are considering about fifty children for the demonstration center. They will be between the ages of 0-5, but none will be much under six months. Ten children will be below the walking stage. There will be three groups of children.

Mary York said that they could try grouping the children across ages--but the decision has not yet been made. She said they would need someone with nurse's training for the infants.

Mary York said that the Director of the center will serve in a supervisory capacity, but will have no teaching responsibilities.

Chris Frichtl suggested a Spanish-speaking staff member she knows who can be used for translating, etc.

Mary York said that the University project stipulated that money be used for "instructional materials" but she did not know what the limitations of the Illinois Migrant Council would be.

Mary York said that equipment should be kept as inexpensive as possible. The budgets are very limited, and often are dependent on donations.

Mary York said that the center is supposed to begin on May 1 and run through October. But the eight-week demonstration period will start June 22. However, guidelines should be ready in time for the opening of the center.

Mary York said that Jerry Robinson thinks he has the support of the medical community of Vermilion County. Marie Gronlund noted that medical personnel to back up the decisions of the Committee would be almost a necessity. Mary said that Jerry Robinson is acting as a cooperating agency with the Illinois Migrant Council to activate the center; he's partially responsible for medical services. Chris Frichtl said that it would be wise to talk with him again.

January 20, 1970

Committee: Health Needs

Chris Frichtl said that the residents of Hoopeston seem to resent outsiders coming in en massc.

Mary York said that we will have representation from the migrants themselves.

Mary York asked that the Committee members bring an outline of their task to the February 19 meeting

Report of Meeting

Health Services for the IMC-CDC Pilot Project

Danville VCCAC Office April 27, 1970

Present: Mr. Jerry Robinson, VCCAC Director; Mr. Gene Fellow, Acting Director, Vermilion County Department of Public Health; Mary York, Project Coordinator; Ida Stewart, Center Director-elect; Marge Hall, Licensing Representative; Chris Frichtl, Chairman of Health Services Task Force

The three major concerns of this meeting were the provision of (1) physicals for children and aides; (2) immunizations and (3) a nurse to work with center personnel and children.

Physicals: Mr. Fellow stated that there were no funds available either for physicals or follow up. Questioned about funds for migrant health programs, he stated that this could only be a grant and it was too late for that, as the application should have been submitted last November. Miss Frichtl stated that there were two doctors in Hoopeston, one of whom spoke Spanish, whom she would approach to request reduced rates for physicals. The information that Head Start programs were obtaining physicals at $5.00 with $2.00 for urinalysis and $2.00 for hemoglobin count was given her as a guideline. Miss Frichtl stated that Mrs. Gronlund is contacting Mr. Beyers for vision and hearing screening for the children.

Immunizations: Mr. Fellow stated that there would be four days before June 30 (when their funding expires) when immunizations and skin tests could be given to migrant families. It was decided that the center would assume that the children had received the immunizations in this program and that the records would be obtained from the public health nurses, Mrs. Kaufman and Mrs. Hansen, who will be working with his program of immunization.

Center Nurse: Mr. Fellow asked about funding. Mrs. York stated that funding for the nurse and for medical-dental care was written into the budget; however, as the budget total was in fact far over the total which IMC had stated was available, they were attempting to conserve funds by obtaining services from other agencies whenever possible. As stated above, the public health program in Vermilion County does not have funds available for other than two nurses and immunizations. Therefore, it was decided that it was best that the nurse for the center be hired by the center and be directly responsible to the director. However, it was stressed that she should work in close cooperation with the two migrant health nurses. Mrs. York stated that she would send job descriptions to Mr. Fellow, Mr. Robinson and Miss Frichtl (who would contact Parkland College), who would in turn recruit a nurse for the center. Applications are to be sent to Mrs. York.

The meeting adjourned at 10:00 a.m. All but Mr. Fellow then went to Hoopeston to confer with the superintendent of schools in regard to the possibility of alternate facilities for the center.

February 19, 1970
Task Force for Parent Involvement
Day Care Center

Recommendations for parent involvement

1. Parents must be involved somehow with the center if their children are enrolled.
    A. Type of involvement will vary according to needs and desires of parents (this should be established with the help of migrant families residing in the area).
        1. The center might establish some type of relationship with the adult education classes held for migrant workers - motivation: better jobs
        2. Informational meetings conducted in Spanish - specific services (medical, legal, financial, etc.) available for migrants - what are the laws? What are the attitudes of the agencies who provide the services?
        3. Recreation - open the Center in the evenings for a variety of activities - sewing, lending library, Spanish-speaking films, etc.
        4. Parent Meetings - parents make materials for the Center and for their children.

A82

December 17, 1970

Report from Task Force
on Special Needs of Infants

Basic overall objective:

To provide optimal conditions for the growth and development of a number of infants and toddlers in a day care program in terms of:

- Health
  - nutritional
  - physical
  - emotional
- Safety
- Stimulation
  - physical } emphasis on Sensory Motors
  - cognitive } Language
  - socialization

Evaluation of overall objective

To provide for continuous evaluation of the overall and specific objectives

Developmental inventory administered periodically to determine rate of development

Method of assessment--Denver Developmental Screening Scale

Overall plan of action of Task Force Committee is dependent on further knowledge of the following:

Decisions and plans already made by the Advisory Committee concerning the goals and specific nature of Pilot Program

The type of system the Advisory Committee intends to utilize in refining basic goals and specific problems (e.g., budget, location) for the proposed Pilot Program

Suggestion that the following procedures might facilitate clarity in further planning:

Overall flow chart of prior planning

Flow charts from each task force committee providing information on plans and problems they foresee

Problems need to know about before Task Force can work effectively:

- Budget
  - amount
  - resources
  - how divided
- Facilities (Building)
  - location
  - aize
  - access to outdoors

- Staff
  - size
  - types of qualifications
    - speak Spanish
    - college degree
    - parents
    - knowledge of child development or health
    - (inservice training provide these special knowledges and skills)
- Operating Hours
  - type of work schedule--shifts
- Where get equipment
  - size of budget available
- Health Services
  - Medicals--will they be available
  - Can we service smaller infants if no medical services available

Basic philosophy or educational goal of Pilot Project not understood by Task Force
- What method is planned to implement specific goals?

Number of children in the infant-toddler age

Task Force sees possible problems in 0-2 years age division--suggests a developmental stage division instead

Specific plans of action of Task Force
- Types of special equipment needed
  - (1) cribs
    - (bedding, mattress, rubber sheets)
  - (2) diaper service
    - a. laundry
    - b. disposables
  - (3) feeding of infants
    - a. breastfeeding
    - b. formula
  - (4) toilet training
    - potty chairs
  - (5) infant clothing
  - (6) bathing facilities
    - a. use sink
    - b. optional other
  - (7) Health Supplies
    - a. disinfectant
    - b. oils
    - c. thermometer
    - d. bottles
    - e. sterilizing equipment
    - f. first aid supplies
  - (8) Refrigeration
  - (9) Stove--baby foods--baby dishes
  - (10) High chairs
  - (11) Toys--push-pull handling
  - (12) Mobiles

Plan of action is dependent on task force committee's knowledge of the systematic steps which decisions and planning have followed and the system the Advisory Committee plans to utilize in refining the basic goals of the Pilot Program.

We suggest that the following procedures will help to clarify the plan of action:

(a) overall flow chart
(b) flow charts from each task force committee providing information on plans and problems they foresee

Report from
Task Force on Special Needs of Infants

April 17, 1970
Recorder: Audrey McNattin
Present: Mary York, Ida Stewart, Queenie Mills, Marge Hall, Chris Frichtl, Audrey McNattin

The purpose of this meeting was to outline curriculum plans and review equipment and designate essential items. Basic overall objectives remained the same:

1. To provide optimal conditions for growth and development of 14 infants and toddlers in a day care program in terms of:

    a. Health (physical, nutritional and emotional)
    b. Safety
    c. Stimulation for general areas of development

        (1) physical
        (2) cognitive
        (3) socialization

2. To provide for continuous evaluation of overall and specific objectives

    a. Developmental inventory on intake
    b. Frequent repeated measures for continuing evaluation (Denver Developmental Screening Test)

It was determined that overstimulation should be avoided and that good family interaction should be approximated. Concentration on natural orientation to persons has high priority. Therefore, it was suggested that a caretaker become responsible for certain children so that there is one continuity person. The task force agreed that there is a need to learn the values of the parents and to be aware of their beliefs in setting up general procedures. Individual schedules need to be gotten for the children in terms of feeding, resting, bathing, etc., and the developmental needs of each child determined.

A list of suggested materials was given to Mary York.

Report of Meeting with Migrant Representatives to Planning Committee

February 23, 1970

Hoopeston
IMC Office

Present: Rita Diesinger (IMC), John Kalman (VCCAC), Sras. Gonzales, Meza, Cordoba, Guerra y Sr. Gonzales, and Mary York (U of I).

The purpose of the meeting was to establish some policies and procedures for hiring staff and recruiting and selecting children. The señoras were also asked to give some sample or typical menus.

Typical breakfast was cooked or dry cereals, beans and milk. A typical lunch would include beans, rice and spaghetti (fried with onions and tomatoes) potatoes and bread or tortillas. For dinner a typical meal might be fried chicken, beans, french fries, salad and bread or tortillas. Tortillas are used in place of forks and spoons by children.

The proposed staffing pattern was presented and discussed. It was explained that anyone who wished to work in the center could not serve on a screening committee for personnel for the center. As most of the señoras wished to apply, this committee could not be used to screen personnel. Mr. Kalman recommended that the advisory committee for Hoopeston Head Start be utilized for screening. This seemed to be agreeable.

As current application forms used by VCCAC and IMC are not very specific, it was recommended that Mrs. York make up application forms. Application forms and job descriptions will be sent to the U of I placement office, IMC Headquarters in Chicago and Hoopeston, VCCAC Headquarters in Danville, Illinois State Employment Service and Danville Junior College. When applications are received, they will be sent in to Mrs. York and screened for qualifications. Then appointments will be made for the qualified applicants to be interviewed by the screening committee as before described.

Mr. Kalman stated that five NYC girls will be available to the center. These may be recruited by Baudelia Guerra, IMC Community Worker for Hoopeston. It was emphasized that we will be looking for an NYC who has aptitude for clerical work.

Mr. Gonzales emphasized the need for fair representation from Rossville and Hoopeston. A quota was agreed upon for equal representation from the two Hoopeston canneries, Stokely-Van Camp and Joan of Arc, and one-half that number from Rossville and one-half from resident agricultural workers in the are.
This was illustrated on the blackboard as follows:
Hoopeston: Van Camp-Stokely (SVC), Joan of Arc (JA), Rossville (R), abd Settled-out migrants (SO).

Babies (6)	Toddlers and 2-3 year olds (18)	4-5 year olds (15)
SVC JA R SO	SVC JA R SO	SVC JA R SO
2--2--1--1	6--6--3--3	5-- 5-- 2-- 3

Report of Meeting with Migrant Representatives to Planning Committee

Priorities in order for selection will be (1) Lowest income; (2) Largest families with children in age group if the older children are in the ESEA Title I school program. Aides' children will be accepted into the center. The lack of anyone at home to care for the children will be a prime consideration for acceptance.

Discussion of eligibility requirements followed. These are:

(1) Poverty-level income (as defined by OEO)
(2) For year preceding program, parents must have been employed in agriculturally-related work and
(3) "not for one employer for the entire calendar year." This last is interpreted to mean that the work is seasonal.

Miss Guerra asked about persons who worked in the program last year. It was decided that new applications will be required from all.

Mr. Kalman stated that the nurse who works with the Head Start program will also work with this program.

The meeting adjourned at 10:00 p.m.

Report of Visit to Proposed Rossville Site
January 27, 1970
Present: June Foster, Marge Hall, Jerry Robinson, Mary York

The Nazarene Church in Rossville is the probable site of the Demonstration Day Care Center.
Marge Hall and Mary York will draw floor plans of the church and will present possible plans for use to the Advisory Committee on February 19.

Mary York said that the Director of the center should not have teaching duties. She will be responsible for administration of the program.

June Foster raised the question of plans for preservice training for summer Head Start in the Hoopeston-Rossville area and asked if we are starting with a staff that has had no preservice training, or if ours is the same staff that had Head Start training.
Jerry Robinson's answer was No. His personal preference is to start from scratch, and provide preservice training. Persons who worked in a day care center last year can be rehired, but they may not make up the full staff.

Mary York requested that Jerry obtain estimates for installation of an additional toilet in the basement and for moving a lavatory and adding a lavatory. These estimates will be ready at the February 19 meeting.

Other estimates that will need to be obtained will be for partitions, paint, and floor covering, depending on decisions for use of space.

Jerry indicated that a bus is available for transporting children to and from the center. The bus will hold sixteen children.

Three plans for the use of space in the church were discussed:

Plan A:
Downstairs: 6 infants
8 two-year olds
Upstairs: 25 three, four and five-year olds
Total capacity: 39 children
Supplementary potty chairs would be required.

Plan B:
Basement: 3 infants (in one room)
3 two-year olds (in the other room)
15 children (larger open area)
21= Total number of children downstairs
Upstairs: 25 children
This plan would require two stools and two lavatories.

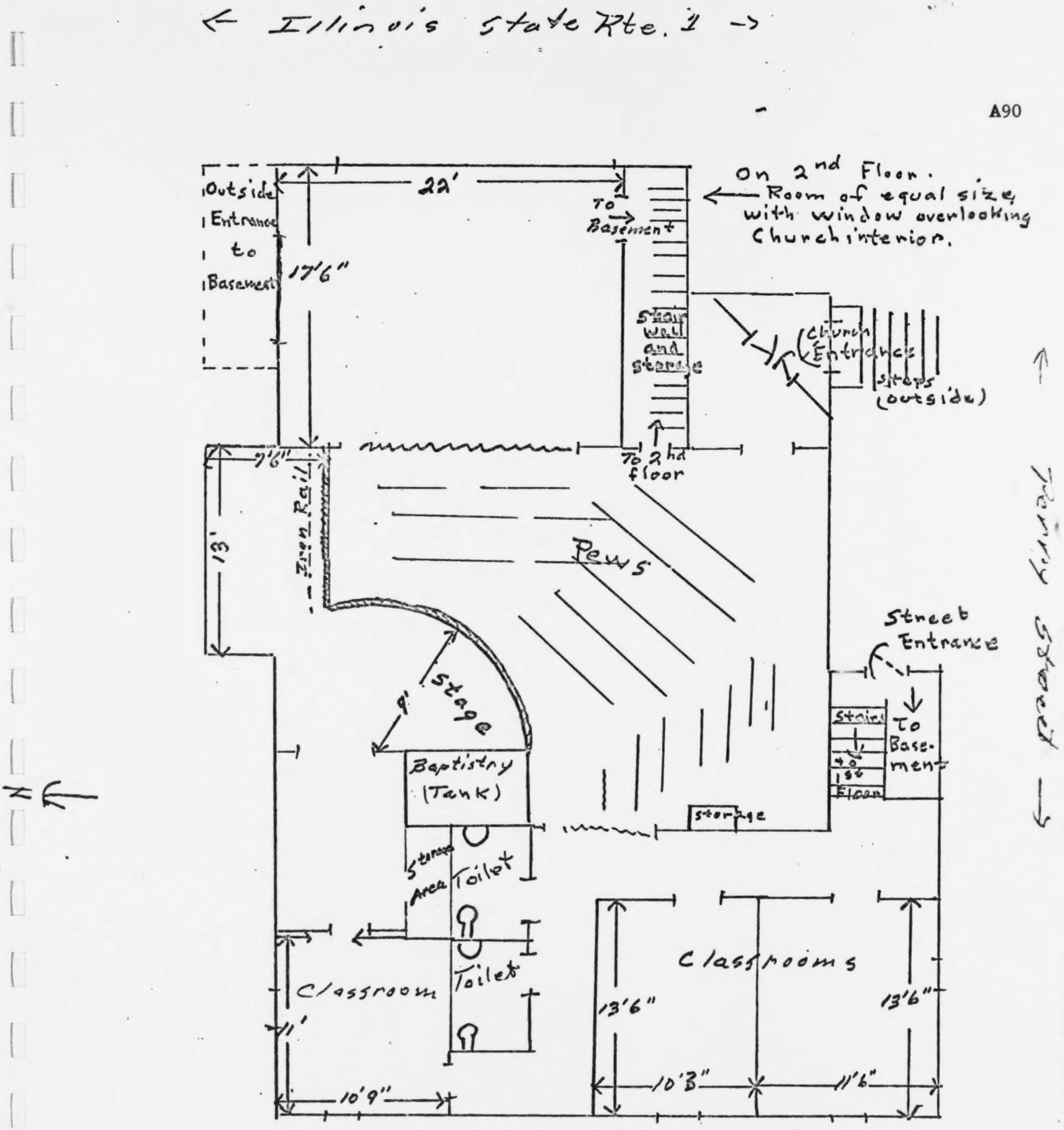
Plan C:
Basement: Younger children (two and three-year olds): dependent on the addition of a toilet and lavatory
Total capacity: 48 children

Report of a meeting to survey building facilities in Rossville
January 27, 1970

Marge Hall said that potty chairs need to be kept for those children under two years old. June Foster said that two-year olds should be learning to use a flush toilet at the center. She added that the temporary permit should state that with one toilet only a certain number of children can be taken care of; when another toilet is added, more children can be taken care of. Facilities must be as close to the letter as possible so that future centers will not find stumbling blocks in their way. June said that the standards for this center are minimal. The structure places limitations on the program.

The chairman of each task force should have a copy of the state licensing regulations and the Federal Interagency Day Care Requirements. Mary York will send for these. June Foster said that if standards are not available by February 19 a summary of changes should be available to task force members.

A90



Nazarene Church - Rossville
Main Floor
Proposed site IMC-CDC Pilot Project

Appendix B

Documents Submitted to the Department of Children and Family Services

Pages

Licensing Procedure Guide.. B1

Copy of Form CFS-503 "Application for License or Renewal of License to Conduct a Day Care Center or Night-Time Center".................. B2

Copy of Form CFS-508-1 "Information on Person Employed in a Child Care Facility"* (for the director)................................. B3

(Numbers of the following correspond to the Requirements for Temporary Permit.)

(1. Waived because of location in a public school)

2. Adequate physical facilities, etc. Floor plan of John Greer School rooms used by the center.................................. B4-5

3. Adequate furnishings and equipment, etc. List of equipment...... B6-15a

4. Written purpose and policies.................................... B16-20

5. Plan for Health and Medical Care................................ B21-23

6. Staff plan (See Floor Plan and Statement of Purposes and Policies) Proposed Work Schedule.. B24

7. Required Records, etc... B25-55

8. Food Service Plan... B56-57

9. A plan that indicates requirements for full license, etc. (See Statement of Purposes and Policies for statement concerning transportation.) Curriculum Plan............................... B58-68

STATE OF ILLINOIS

DEPARTMENT OF CHILDREN AND FAMILY SERVICES

REGIONAL OFFICE

2125 South First Street
Champaign, Illinois 61820

LICENSING PROCEDURE GUIDE

(Standards, Revised and Reissued, January 1, 1970)

Preliminary clearances:

1. Local zoning, fire, and sanitation clearances from local inspectors (Obtained by you and record filed at center)
2. State fire clearance (Obtained by licensing representative and record filed at Regional Office)
3. Record of education, employment and references (Send CFS-508-1 or equivalent to Regional Office.)

Filing Application: (License, pp. 9-10)

1. Three copies of form CFS-503 "Application for License..." for each location. (Complete and send two copies to Regional Office and keep one for your file.)
2. Form CFS-508-1, "Information on Person..." (Complete and send to Regional Office if not sent prior to Application.)

Requirements for Temporary Permit:

1. Inspection and clearance for fire, zoning, sanitation. (Permit or License, p. 9)
2. Adequate physical facilities for planned program inside and outside. (Plant, pp. 45-49.)
3. Adequate furnishings and equipment for specified number of children. (Equipment, pp. 50-51.)
4. Written purpose and policies. (Organization and Administration, pp. 4-7; Children Accepted for Service, pp. 18-22.)
5. Plan for Health and Medical Care. (For children, pp. 36-40; for staff, pp. 16-17.)
6. Staff plan for proper supervision of children, program, and plant maintenance. (Personnel, pp. 11-17; Grouping and Staffing, pp. 27-28)
7. Required records set up or forms ready to establish necessary records. (Records and Reports, pp. 52-55.)
8. Satisfactory plan for food preparation and service. (Food and Nutrition, pp. 40-42.)
9. A plan that indicates requirements for full license can be met for other applicable sections: Discipline and Treatment of Children; Transportation; Special Groups.

NOTE: All numbered CFS forms are supplied by the Regional Office.

JEF:nb
2/15/70

CFS 503
(Rev. 1-70)

STATE OF ILLINOIS
DEPARTMENT OF CHILDREN AND FAMILY SERVICES
DIVISION OF CHILD WELFARE

Submit in Duplicate

APPLICATION FOR LICENSE OR RENEWAL OF LICENSE TO CONDUCT A DAY CARE CENTER OR NIGHT-TIME CENTER

(File separate application for each facility, and file application for renewal of license three months prior to license due date)

I, WE, THE UNDERSIGNED, REPRESENTING THE FACILITY, HEREIN NAMED, DO HEREBY APPLY FOR LICENSE TO OPERATE A CHILD CARE FACILITY UNDER THE CHILD CARE ACT (APPROVED May 15, 1969, AS AMENDED). In making this application, I, we, do declare that the information, given below, represents true facts about the proposed day care center, or night-time center, for which license is sought and that the said facility shall be conducted, at all times, in compliance with the laws of the State and the regulations set forth by the Department of Children and Family Services in administering the laws pertaining to licensing of such facilities.

Complete And Check Items Which Apply

DATE May 15, 1970

OPERATING NAME OF CENTER: [illegible] Child Development Center

ADDRESS: [illegible] School, [illegible], [illegible], [illegible], Illinois [illegible]
(Street or Route No.) (City-Zip Code) (County) (Telephone)

APPLICATION FOR: ☒ License or ☐ Renewal of License ______
(Date last licensed)

TYPE OF FACILITY: ☒ Day Care Center or ☐ Night-time Center

SPONSOR: ☒ Agency, Church, or Other Organization Vermilion County Citizens Action [illegible] Illinois Migrant Council cooperating agencies
(Specific Name)

or

☐ Individual Owner or Partnership ______
(Full Name or Names)

CORPORATE STATUS: ☐ Incorporated ______ (Date) ☒ Unincorporated

Type of Day Care Center to be Conducted (Check ALL items which apply):

☒ Child Care Center
☐ Day Nursery
☐ Nursery School
☐ Kindergarten
☐ Play Group
☐ Other ______ (Specify)

Center or Workshop for:
☐ Mentally Retarded
☐ Physically Handicapped
☒ Other Mexican-American Migrants (Specify)

Federal Funded Program(s)
☐ Year-Round Head Start
☐ Short-Term Head Start
☐ WIN
☒ Other Pilot Demonstration Project (Specify)

Under supervision of University of Illinois

Have you ever applied to the Department for license before? ☒ No ☐ Yes
Explain "yes", giving the name, type and place of operation. ______

Signature and Title of Applicant(s):
Project Director
Executive Director

NOTE: If there is an organized board, attach list of primary officers -- President, Vice President, Secretary, Treasurer -- unless they have signed this application.

CF' 08-1
(Rev. 7-67)

STATE OF ILLINOIS
DEPARTMENT OF CHILDREN AND FAMILY SERVICES
DIVISION OF CHILD WELFARE

(Date Submitted)

INFORMATION ON PERSON EMPLOYED IN A CHILD CARE FACILITY*

I. Employing Facility Illinois Migrant Council

Address 1307 South Wabash Avenue (Street and Number) Chicago (City)

II. Person Employed Ida Paula Santos Stewart 10/8/28 (Date of Birth)

Home Address 1003 South Mattis #1-7, Champaign 359-0767 (Telephone)

Marital Status (Check one): ☐ Single ☐ Married ☐ Widowed ☒ Divorced

III. Employment Date Employed:

Position for which employed (Check appropriate item):

☒ Executive, Superintendent, or Director
☐ House Parent
☐ Casework Supervisor
☐ Caseworker
☐ Registered Nurse
☐ Licensed Practical Nurse
☐ Teacher
☐ Child Care Worker (In day care center)
☐ Cook
☐ Clerical
☐ Maintenance or Domestic
☐ Other (Specify)

IV. Previous Employment (Last ten years of employment)

From	To	Name and Address of Employer	Type of Work and Title
Sept. 1969-	June 1970	University of Illinois Urbana, Illinois	Fellowship Student: study and practicum in teacher-training in Early Childhood Education
June 1968-	Sept. 1969	Chattanooga Public School Chattanooga, Tennessee	Early Childhood Specialist:plannin curriculum & training teachers in an Early Childhood Program
July 1967-	Sept. 1967	Hillsborough County Public Schools Tampa, Florida	Headstart Teacher: Classroom teacher in demonstration class fo U. of So. Fla.
Sept. 1964-	Aug. 1966	Hillsborough County Public Schools Tampa, Florida	First grade teacher: classroom teacher

V. Other Direct, Unpaid Experience with Children (Such as scout work, Sunday School teacher)

RECEIVED
APR 1970
State Dept. of Children and Family Services
Champaign Region

(over)

*The facility should retain copy for its record.

B3a

VI. Report of reference on File (At least three character and/or business)

Name of Reference:	Address:	Relationship:
Dr. Lilian Katz	ERIC Center 805 Pennsylvania Ave., Urbana	Director of Laboratory, Early Childhood Ed.
Dr. Bernard Spodek	School of Education University of Ill, Urbana	Chr., Early Childhood Ed. Dept. Prof., Sch. of Ed.
Mr. William F. Smith	260 Berry Street Cleveland, Tenn. 37311	Asst. Supt. in chg. of Div. of Research & Devel. (formerly) Coordinator of Federal Programs for Tenn

VII. Educational Background (Circle the one item indicating highest grade completed)

Elementary Grade:

0 1 2 3 4 5 6 7 8

High School:

1 2 3 4

Years of College (Undergraduate):

1 2 3 4

Years of Graduate Work:

1 [✓ 2]

College Degree: Sociology (Specify)

Graduate Degree: Master of Education (Specify)

Name of School, College, or University last attended: University of Illinois

Other Special Training (Specify): 1 year of doctorate

Evidence of Educational Achievement on File: ☒ Yes ☐ No ______ (Explain "No")

VIII. Physical Examination

Last Examination (Date): January 1970

Name and Address of Examining Physician Dr. Lewis Trupin

301 East Springfield Avenue, Champaign

Health Clearance Report on File? ☒ Yes ☐ No ______ (Explain "No")

IX. Certification of Employment

I, the employer, or authorized official of the employing facility, do hereby certify that the above-named person ~~is~~ will be employed in the position indicated and that, to the best of my knowledge, such employment is in accordance with minimum standards prescribed by the Department of Children and Family Services and is qualified for the position indicated.

Signed ______ Executive Director
______, Project Director

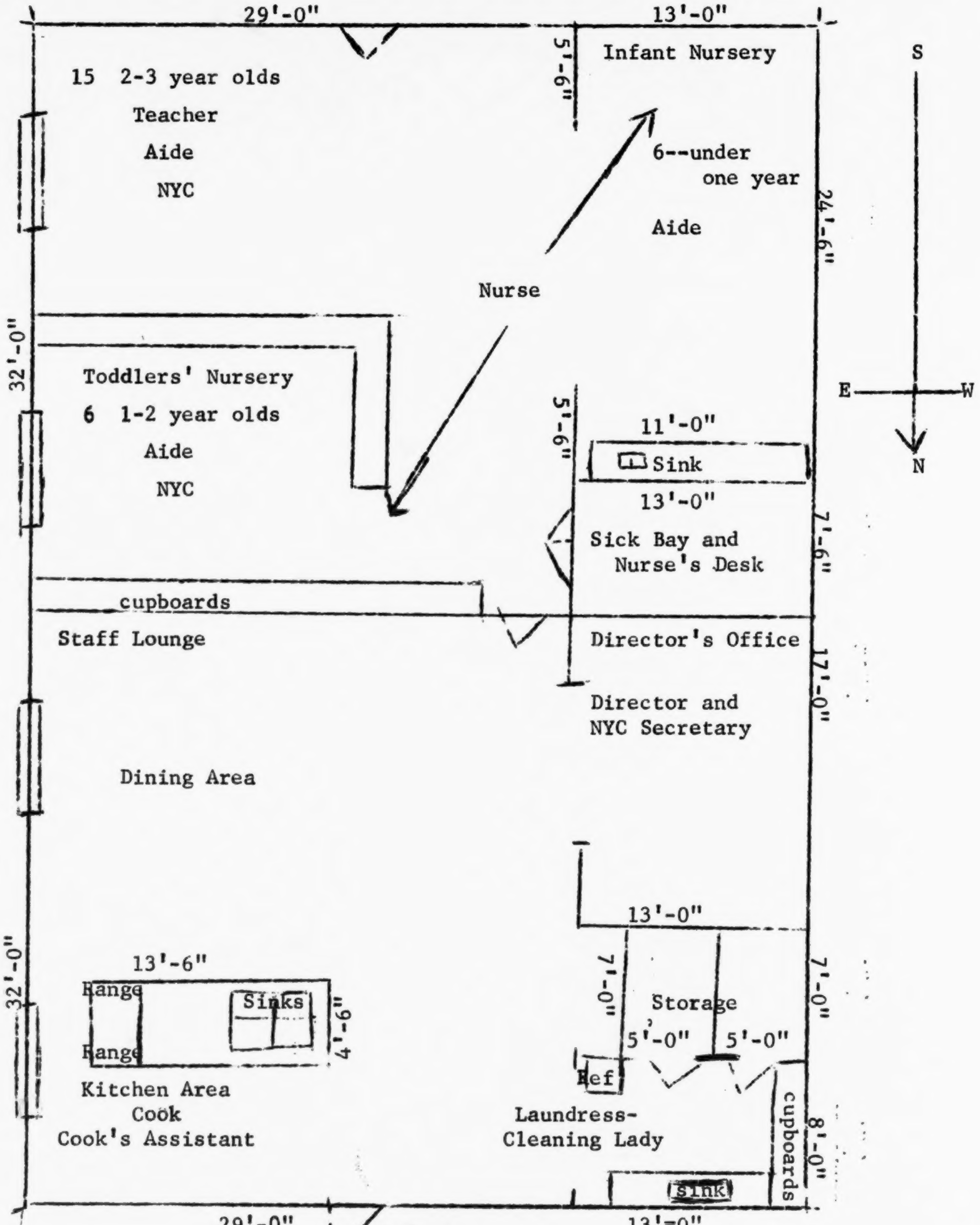
(Title)

NOTE: THIS FORM IS TO BE SUBMITTED TO YOUR REGIONAL OFFICE.

B4

John Greer School
Hoopeston, Illinois

Home Economics Rooms
Site of Migrant Child Development Center

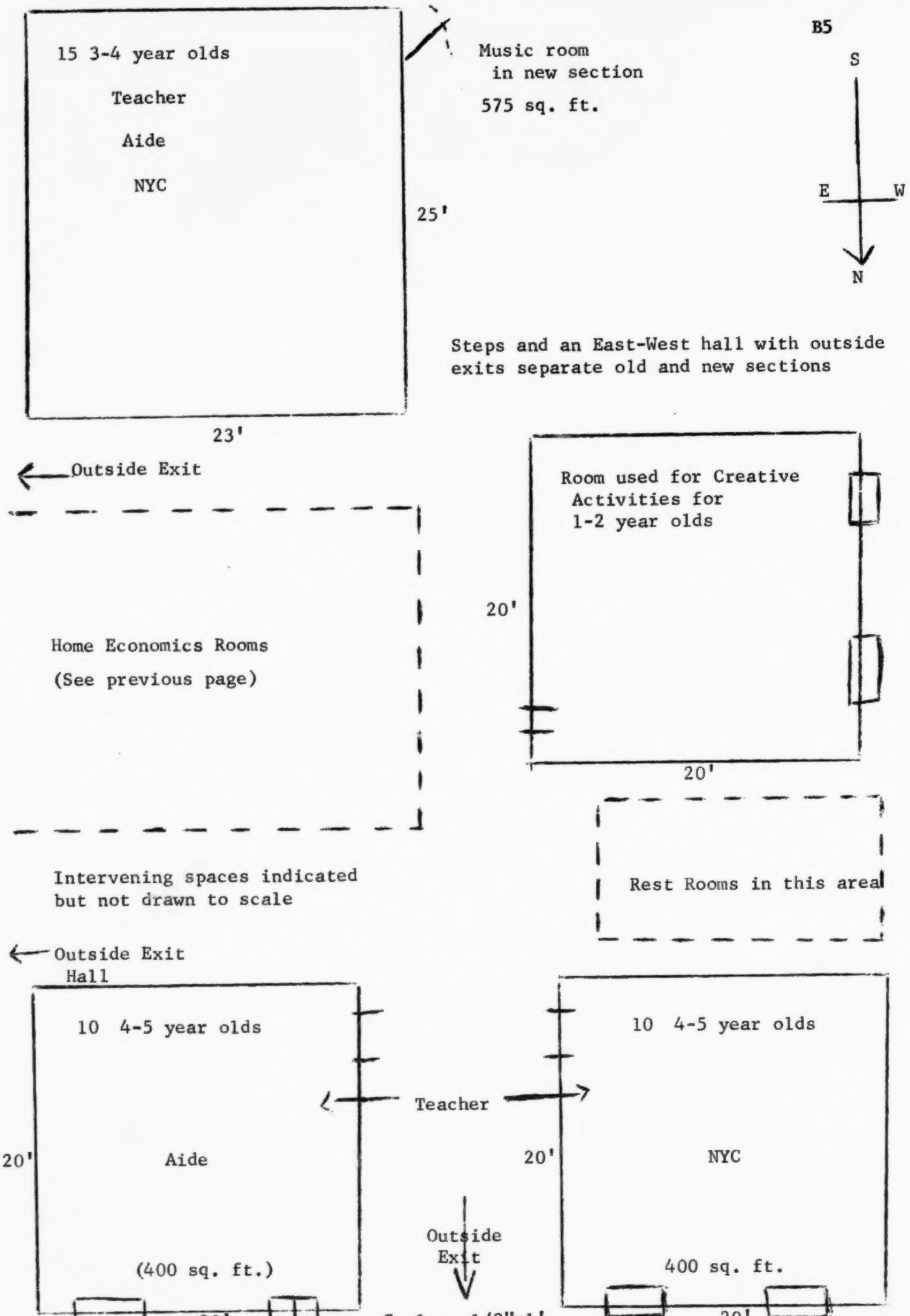


Total Expected Enrollment:

6 infants
6 toddlers
15 2-3 year olds
15 3-4 year olds
20 4-5 year olds
62

Scale: 1/8"=1'

B5



Steps and an East-West hall with outside exits separate old and new sections

Intervening spaces indicated but not drawn to scale

Scale: 1/8"=1'

Equipment and Supply List

Child Development Center

(60 children ages 4 months-6 years)

Number	Description
	OFFICE EQUIPMENT
2 or 3	Desks (for director, secretary and nurse)
3 or more	Chairs--for director, secretary nurse and visitors
1 or more	Lamps (desk) (optional)
1 or 2	Wastebaskets
100	Record folders
100 each	Enrollment forms, health record, progress report and other record forms for children
25 to 50 each	Application forms, health forms, aides progress report forms, and other record forms for staff
20 each	Report forms for funding and licensing agencies and for business records
50 each	Inventory forms
1	Typewriter
1	File cabinet (preferably locked)
1	Clock
As needed	Paper, carbon paper, erasers, cards, pencil sharpener, stapler, paper clips, rubber bands, paper punch, etc.

Number	Description
	KITCHEN EQUIPMENT
2 to 4	Kettles with covers, 10 to 20 quarts each
6	Saucepans, 1 to 6 quarts nested (optional)
4	Baking pans, 16" x 11" x 2¼"
2	Double boilers, 8 or more quarts each
2	Skillets (iron 10½" x 2")
1	Tea kettle--4 quart (optional)
1	Coarse strainer, 8" diameter
1	Rotary egg beater or electric mixer
2 sets	Stainless steel nested mixing bowls, 1 to 6 quarts
1	Large Flour Sifter (optional)
1 set	Containers for flour, sugar,et
2 sets	Measuring cups, quart, pint, ½ pint, half-cup, quarter-cup, third-cup
Assorted	Large plastic storage boxes and containers
1	Can opener for large cans
1 set	Knives--French knife, meat knife, 2 paring knives, bread knife and fruit knife
1 or 2	Dish pans and drainers
2	Vegetable brushes
1	Vegetable grater
2 or more	Plastic garbage cans, 20 gallo
5	Bun or muffin pans--12 each
1	Serving cart
3	Ice cream scoops
1 pair	Tongs

Number	Description
	KITCHEN EQUIPMENT
3 sets	Measuring spoons
2	Pancake spatulas
2	Cake servers
2	Rubber spatulas
1	Sandwich spreader
4	Cake pans
1	Rolling pin
1	Cutting board
4	Large spoons, two slotted
3 or 4	Salt and pepper shakers

Major kitchen equipment

1 commercial or 2 domestic kitchen ranges with hood

1 small commercial dishwasher or a 2 or 3 compartment sink (3 compartment preferable)

1 storage cabinet (pantry) with doors and lock for large quantity supplies and commodities

2 refrigerators with large freezing compartments or a large refrigerator and a freezer

5 shelf storage cupboards for dishes and small cupplies

Serving Equipment

6 dozen or more luncheon-size plates

6 dozen or more shallow bowls

6 dozen or more dessert saucers

6 dozen or more glasses or plastic tumblers (4 to 6 ounce)

6 dozen or more teaspoons

Number	Description
KITCHEN EQUIPMENT (CON'T.)	
6 dozen or more	Blunt forks (salad forks)
2 dozen	Serving spoons
10	One-quart pitchers
10	Casseroles with covers, 2 quart
10	Serving bowls
2 dozen	Table knives
As needed	Towels, paper towels, plastic wrap, aluminum foil, detergent, disinfectant, baking supplies, fly spray, paper cups, paper napkins, etc.
NURSERY EQUIPMENT AND SUPPLIES (6 infants, 6 toddlers)	
6	Cribs with mattresses (waterproof covers)
24	Crib sheets
6	Cots with a supply of sheets
24	Receiving blankets
6 dozen	Diapers (or 80 packages disposable diapers)
2 dozen each	Training pants and undershirts
2 dozen	Bath towels
6 dozen	Washcloths
1	Hot plate
1	Small refrigerator (optional depending on distance from kitchen)
1	Dressing table with foam rubber pad and plastic cover
3 to 6	High chairs

NURSERY EQUIPMENT AND SUPPLIES (6 infants, 6 toddlers) CON'T.

Number	Description
6 or more	Plastic baby seats (carriers)
1 to 2	Rocking chairs for adults
--	Storage cabinet for bottles, diapers and other supplies
12	Cubbyholes (or other) for storage of children's belongings
1 to 2	Large covered diaper pails
1 set	Bottle sterilizer, measuring cup, spoons, bottle brush,etc
1 dozen	8-ounce bottles
1 dozen	4-ounce bottles
1 dozen	Sauce dishes or small bowls
1 dozen	Teaspoons
2 dozen	Bibs
1	Playpan
6	Training (toilet) chairs
12	Plastic bathtubs or 1 sink with running water suitable for bathing babies
2	Large pitchers (if no running water in room)
1	Basin to hold disinfecting solution for cleansing dressing table and a sponge
As needed	Cotton, diaper pins, baby lotion, formula, evaporated milk, canned baby foods, soap, baby shampoo, etc.
1	9' x 12' nylon rug (optional but desirable)
1	Dishpan and drainer
1 or 2	Kiddie cars or small rocking horse

NURSERY EQUIPMENT AND SUPPLIES (6 infants, 6 toddlers) CON'T. B11

Number	Description
Assortment of	Washable cuddle toys Pull and push toys (make sound when moved) Cloth-covered foam blocks Clutch balls Crib mobiles and crib gyms Mirrors Color stack discs Nesting bowls or blocks Cloth books
	Two-Three year olds (15)
15	Cots with supply of sheets
1	Sink for dollhouse corner
1	Dutch cabinet or refrigerator
1	Tea table and chair set
1	Doll bed
1	Doll buggy
1 or 2	Rocking chair
1	Unbreakable mirror
1	Toy ironing board and iron
Assorted	Dress-up clothes
Assorted	Doll dishes
15	Cubbies or lockers for storage of children's belongings
3 to 5	Dolls with doll clothes and blankets
1	Record player and assorted records--lullabies, nursery rhymes, Spanish music
Assorted	Art materials, powdered paint, brushes, paper, finger paints paste or glue, salt and flour play dough, crayons (optional
1	Rocking boat
3 or 4	Ride-on trucks, planes, go-carts, etc.

EQUIPMENT AND SUPPLIES (Two-Three Year Olds) CON'T.

Number	Description
1 set	Play-core (cardboard) blocks
4 or more	Push or pull toys: "corn-poppers" or other toys which make a noise, and floor trains, etc.
2	24" x 36" or 48" diameter table
12	12" chairs
12 or more	Books with large, clear picture
1 or more sets	Large beads with strings and plastic pop beads
6 or more	Inset form boards or puzzles (6 or less pieces)
1	Shape sorting box
2 sets	Nesting blocks, or graduated disks on cone, or other toys with graduate pieces
2 or more	Shelf units (capable of doubling as room dividers)

Three-Four year olds (15)

Number	Description
15	Cubbies or lockers for storage of children's belongings
2 or more	24" x 36" or 48" diameter tabl
12-18	24" chairs
1 set	Doll corner furniture (refrigerator, stove, sink, cabinet)
1 set	Tea table and chairs
1 or more	Doll beds
Assorted	Dress-up clothes for both men and women
	Clothesline

THREE -FOUR YEAR OLDS (15) CON'T.

Number	Description
1	Unbreakable mirror
Assorted	Doll dishes
1	Wash basin
Assorted	Doll linens and clothes
1	Record player with assortment of records of lullabies, Spanish music, simple songs and games, and music to march, skip, run, dance to, common sounds, stories to go with books
Assorted	Rhythm instruments--sticks, bells, drums
Several	Magnets
Several	Bowls
Supply of	Plastic spoons
Assorted	Measuring instruments --scale, cups, ruler, tape measure, yardstick
Assorted	Wheeled toys
½ school set	Unit blocks
½ school set	Hollow blocks
Assortment	Animals and people (plastic models)
Assorted	Art materials, easel, powdered paints, brushes, finger paints, collage material, glue tape, manila paper, sponges, play dough or clay, scissors, construction paper, newsprint
1 dozen	Puzzles and form boards
1	Puzzle rack
2 or more	Lotto games
1 or more sets each	Small lock blocks, small colored blocks, beads and strings, parquetry blocks
Several	Number-object relation instruments, number sorter, graduated blocks, dominoes, etc.
2 or more	Nail and hammer design board sets
1	Felt board with numbers and shapes, and story sets

THREE-FOUR YEAR OLDS (15) CON'T.

Number	Description
1	Broom and mop set
1 or more	Bucket and sponges
20 to 25	Books
1	Book rack
1	9' x 12' rug for story corner
Assorted	Teaching pictures
4 or more	Shelf units which may double as room dividers
15	Cots with supply of sheets
Four-Five Year Olds (20)	
3 or more	24" x 36" or 48" diameter tables
12 or more	12" to 14" chairs
1	Stove for doll corner
1	Sink for doll corner with basin for water
1	Dutch cabinet or refrigerator
Assorted	Doll dishes
Assorted	Dress-up clothes for men and women
½ school set	Unit blocks
½ school set	Hollow blocks
4	Wooden trucks
1	Wooden train set
1	Easel
1	Book rack
3 or more	Shelf units which may double as room dividers
1	Flannel board
1	9" x 12" rug for story corner
12 or more	Wooden puzzles
2 or more	Lotto games
1 or more	Sets of wooden beads and strings
1 or more	Sets of pegboards and pegs
Assorted	Measuring instruments--scales, rulers, cups, tape measure, etc.

FOUR-FIVE YEAR OLDS (20) CON'T.

Number	Description
1	Doll bed
2 or more	Dolls with clothes and blankets
2 or more	Hammer and nail design sets
1 or more sets	Rubber farm and zoo animals and people
1 or more	Buckets and sponges
1 set	Bromm and mop
1	Full-length mirror
1	Puzzle rack
1 set	1" cube blocks
Assorted	Rhythm Instruments
Assorted	Art materials, easel, powdered paints, brushes, finger paints, construction paper, glue, paste, play dough, scissors, chalk, water colors, manila paper and newsprint, crayons
1	Record player and records of Spanish music, songs, games, common sounds, stories
Several	Magnets
1 or more	Magnifying glasses
24 or more	Books
Assorted	Teaching Pictures
2 or more	Number-object relation sets--dominoes, matchmates, inlay graduated materials, etc.
15	Cots with a supply of sheets

Shared Equipment (Classes may take turns using or may be in central location)

Sand and water play table with top (optional if provision for this is made outdoors)

Carpentry set--hammer, saw, pliers, wrench, drill, screwdriver, etc. nails, screws, bolts and nuts, wood, etc.

1 or more Autoharps (If a staff member knows how to use)

Plastic tub or wading pool

Two or more 12" tricycles

SHARED EQUIPMENT (CON'T.)

Two or more 16" tricycles

2 or more wagons

Several room dividers

Swings (outdoor)

Slide (outdoor) (Optional)

Climber (outdoor)

Variplay climbing sets and balancing boards (indoor or outdoor)

Outdoor sandbox with digging and measuring implements and other toys

Aquarium set

If dining area is separate:
- Six to eight 24" x 48" or 48" diameter tables
- Forty to sixty 12" and 14" chairs

Equipment and supplies for cleaning

Sick Bay or Isolation Room

Number	Description
1	Bed or cot with sheet and blanket (Pillow optinnal)
1	Flashlight and supply of tongue depressers
1	Thermometer
Supply of paper cups, towels, tissues	
1	First Aid kit
1	Health scales
1	Chair for adult

Illinois Migrant Council
Child Development Center

Statement of Purpose and Policies

The purpose of the Hoopeston Child Development Center is to provide the following services for approximately 62 children of migrant and seasonal agricultural workers between the ages of 0 and 5.

1. Well-rounded educational program aiding the maximal growth and development of the mental, social, physical and emotional capacities of the child
2. Medical services of preventive and correctional nature as available from public health facilities
3. Good food--breakfast, hot lunch and supplements providing approximately two-thirds of daily nutritional needs
4. Competent care by a staff of professional and nonprofessional (migrant) workers
5. A healthful, safe physical environment as required by the Illinois State Department of Child and Family Services Licensing Regulations
6. Inservice training of aides recruited from migrant and seasonal farm worker families

Policies of Admission of Children:

Eligibility for this program, for which no charge will be made, will be in accordance with OEO policies governing the operation of the Illinois Migrant Council and the Vermilion County Citizens Action Committee.

The children are to be recruited from the cannery camps and the communities of Rossville and Hoopeston on a quota basis; the quotas being set in proportion to the number of migrant families in each area.

As it is estimated that this number will be approximately one-tenth of the children who need child day care services, parents will be asked to file applications for admission to the center with the Illinois Migrant Council Office in Hoopeston. Recruiting and selection of the children will be made by Illinois Migrant Council and Vermilion County Citizens Action Committee community workers on the basis of the following criteria:

1. Financial need: least income and greatest number of children in the family.
2. Older siblings enrolled in the Hoopeston Public School Migrant Child Education (ESEA Title I) summer program.

6/25/70 Revised

3. No other source of child care at home.

4. Willingness of parents to participate in some way in the program; that is, to attend occasional activities designed for and arranged at times convenient to the parents.

5. Intention to remain in area for duration of program

Children who are not initially admitted to the center and who meet eligibilit requirements will be put on a waiting list and admitted whenever room is available.

Procedures for implementing admission policy:

Most of the children will be picked up by bus. As it is intended that the aides employed by the center will be drawn from each area served, they will be expected to ride with and to supervise the children on the bus. It will be their responsibility to determine the reasons for absence and to report these to the director.

The public health nurse is to be notified of reports of illness. Other reasons for absence should be followed up by a visit from the community worke or from the center director. When it is determined that a family has left th area or no longer wishes to participate in the program, the next family on th waiting list with children of the same ages as the withdrawing children will be notified of the vacancy and arrangements made for admission of these children.

Every effort will be made to retain children in the program; however, occasionally a child cannot benefit from the program and will have to be discharged. This will be for the following reasons: (1) If he is absent six co secutive days or (2) if a child is so handicapped physically or psychologically that he demands a continuously disproportionate amount of teacher tim or that his continued presence would result in harm to other children he should be discharged. In such a case, every effort to obtain remedial services will be made.

Center Advisory Committee:

A center advisory committee of not less than five nor more than twelve is to be formed and regular meetings held. The committee is to be made up of parents and of community residents representing various associated interests such as education, medical profession, social services. The parents should comprise 50% of this committee. Parents who serve on the committee may not be related by marriage or blood relationship closer than cousin to any employee of the center. The director of the center will be ex-officio member of the committee.

During the eight-week period, at least three meetings of the committee should be scheduled.

6/25/70 Revised

The advisory committee is to be responsible for the screening of applicants for employment, to serve as a medium for arbitration of disagreements, to determine ongoing policies, to make suggestions for improvement of program and to plan social and educational programs for parents.

Discussion related to Advisory Committee:

In programs serving a stable populution such a committee would be formed in advance of the center's opening and would assume responsibility for plannin and hiring of staff including the hiring of a director. However, due to the migratory nature of the clientele, this is not possible. Therefore, a committee composed of residents of the community including ex-migrants would assume such preliminary responsibilities with the understanding that when the migrants enter the area and their children are enrolled in the center, they will be asked to serve on the committee in such a number that at least one-third of the committee is composed of in-stream migrants and, as stated, 50% of the committee is composed of both in-stream and settled-out migrants.

Personnel Policies:

Hiring:

Job openings for the center are advertised through the employment services, through IMC and VCCAC and applications submitted to the planning committee. The applicants are then screened by a subcommittee of the planning committee designated for this purpose. The director is then hired by IMC and she in turn hires the other personnel as suggested by the screening committee. The screening committee is to suggest more than one person for each position whenever possible, leaving the final choice up to the director.

Should an emergency arise so that the director must immediately hire a staff member without waiting for a screening committee to recommend an employee, such employee should be informed that his employment is temporary and subject to approval by the screening committee.

Staffing Pattern:

A copy of the staffing pattern is enclosed. The center director is directly responsible to the Illinois Migrant Council for the operation of the center. She is also responsible to the advisory committee as representatives of the clients who are the families of the children the center serves

The director will work in close cooperation with the IMC community representative who is expected to be well acquainted with the purposes, policies and program of the center and to serve as a liaison between families, community and center.

As indicated, the teachers, the janitor-laundress, the cook, the bus driver and the nurse will report directly to the director and will in turn be responsible for the supervision and training of the aides assigned to them

6/25/70 Revised

Staff meetings and training:

The director will hold weekly staff meetings with the teachers, nurse and cook to insure a harmoniously functioning team and to deal promptly with problems as they arise. Total staff meetings are to be held periodicall as needed. The director is also to arrange for inservice training sessions.

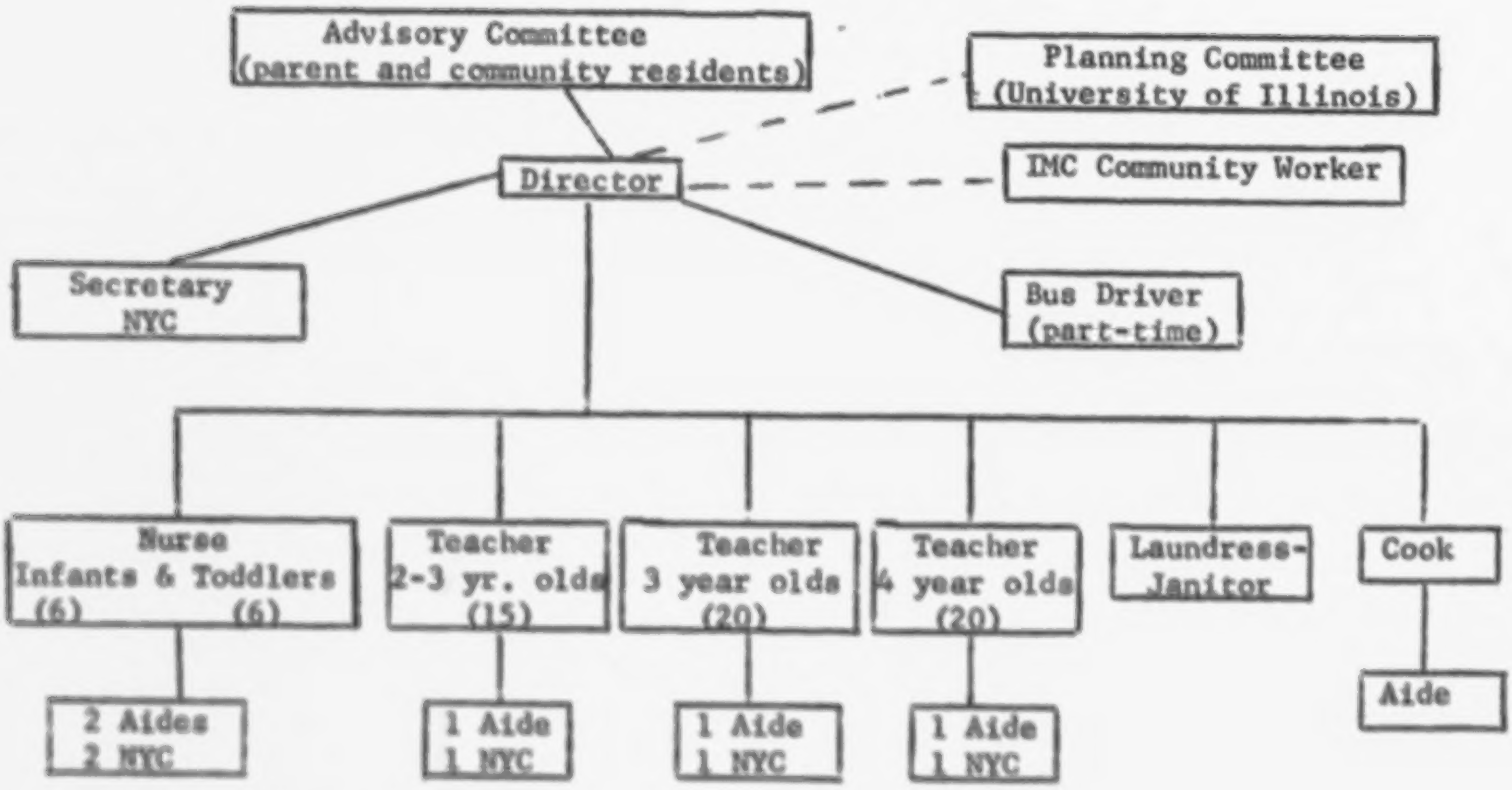
Procedures for Review of Staff Competence:

While in an eight-week program it is not feasible to review the competence of each staff member and discharge those who are not suited for the job, in a longer program a probationary period should be established during which time the competency of the employee is evaluated and the director discusses with the employee her strengths and weaknesses. At the end of this period, if the employee has shown no growth and is unsuited for the job, she is referred to the advisory committee who, after reviewing the case, recommends retention or firing to the director, who acts on their recommendation.

In a shorter period only extreme neglect of duty such that the children would be harmed by continued presence of the employee in the center would be cause for dismissal. This dismissal may be immediate with one week's pay in lieu of notice given. It is expected, however, that for neglect of duty such as sleeping on the job the employee would receive one warning before dismissal. An employee so discharged should be informed of her right to be heard by the advisory committee and her case reviewed.

6/25/70 Revised

Hoopeston Child Development Center
Staffing Pattern



(1) Solid lines show lines of authority.

(2) Broken lines indicate a cooperative or consultative relationship.

(3) Nurse is expected to be responsible for health program of total center in addition to training and supervision of aides in the infant section.

(4) Ages of children are approximate, depending on individual's level of development, and numbers in brackets refer to number allowable for group by licensing standards.

(5) NYC refers to Neighborhood Youth Corps and are between the ages of 14 and 24 employed for 30 hours per week. Equivalent of "student-helpers" as designated in licensing regulations.

(6) Aides are migrant mothers and the equivalent of "teacher-assistant" as designated in licensing regulations.

6/25/70 Revised

Illinois Migrant Council
Child Development Center
Hoopeston, Illinois

Health and Medical Care Plan

A registered nurse or licensed practical nurse is to be the member of the Center staff to whom the responsibility of the health program is to be delegated. She is also responsible for the supervision of the infant and toddler section of the center.

Permission for Medical Care: When the child is enrolled in the center, the person enrolling the child is to carefully explain to the parents the plan fo obtaining physical examinations and immunizations as well as the steps that will be taken if an accident or illness occurs in the center. The parents ar asked to give their consent for medical care as implied in the following stat ments on the enrollment form:

______I request that the physician for the Illinois Migrant Council Child Development Center examine my child and administer the preventive healt services that the Doctor may determine are needed.

______I request that the Center call Dr. __________________ and if he is not available to call any Doctor for emergency or surgical care which may arise while the child is at the Center.

They may check either or both statements and their signature on the enrollmen form gives consent for the statements checked. The parent's signature is to be obtained on the Health Record also.

Physical Examinations:

Adults: Each adult staff member, student helper (Neighborhood Youth Corps), and volunteer who will work with the program on a regular basis will have an examination, including a tuberculin skin test or chest x-ray within six months before working in the center. The Medical Report Form FS-062 sign by the examining physician or other written evidence of this examination and freedom from communicable disease will be on file in the center office. In cases where expense for this examination causes a hardship, funds will be provided.

Children: As soon as possible after entry, physical examinations for the children will be arranged for by the nurse. The cost of this is to be borne by the program or by a public health service. The health record (Form IMC-078) is to be completed by the doctor and the nurse,who will see that the health history is obtained from the parents. A copy of this form is attached.

Immunizations: With the cooperation of the public health nurse in the area, immunizations will be given as needed and recorded on the above-mentioned form.

Follow-up Care: Should the doctor find some anomaly which requires treatment that can be given in the center, such recommendations may be written on the Health Record Continuation Form IMC-078a and the prescribed treatment given under direction of the center nurse. Record of the treatment given is to be kept on the Special Care Record Form IMC-090. More serious cases requiring treatment which cannot be given in the center should be referred to other agencies. However, regrettable as it may seem, finding such services is a difficult problem in rural communities and in a short-term program center personnel can only be expected to refer such cases to the public health official in the area and to urge the parents to take the child to whatever agency is recommended by the doctor or the public health official.

Accidents occuring in the Center: The staff is to be given instructions by the center nurse on the proper procedure to follow in case of accident. Form IMC-095 Health and Accidental Injury Incident Report, is provided for the recording of accidents occuring in the center. These report forms are to be kept near the First-Aid Kit and to be completed as soon as the child has been cared for following the accident. If a doctor's care is required, some member of the staff as directed by the nurse is to contact the parents and inform them of the circumstances of the accident, the care that is being provided, and where to come for the child. For this purpose the emergency care card is provided,which gives the expected location of the parent and information on whether or not parent has given permission for medical care.

Illness in the Center: The staff is to be instructed by the nurse to give a daily health check in the morning as the children arrive and to look for signs of illness. Should illness occur, the child is to be taken to the nurse, who will keep the child in the "sick bay" or isolation room provided for this purpose. A cot, sheet and blanket are kept in this room. The parent or other person designated by the parent is to be notified of the illness and requested to come after the child. The public health nurse is to be notified of the illness also.

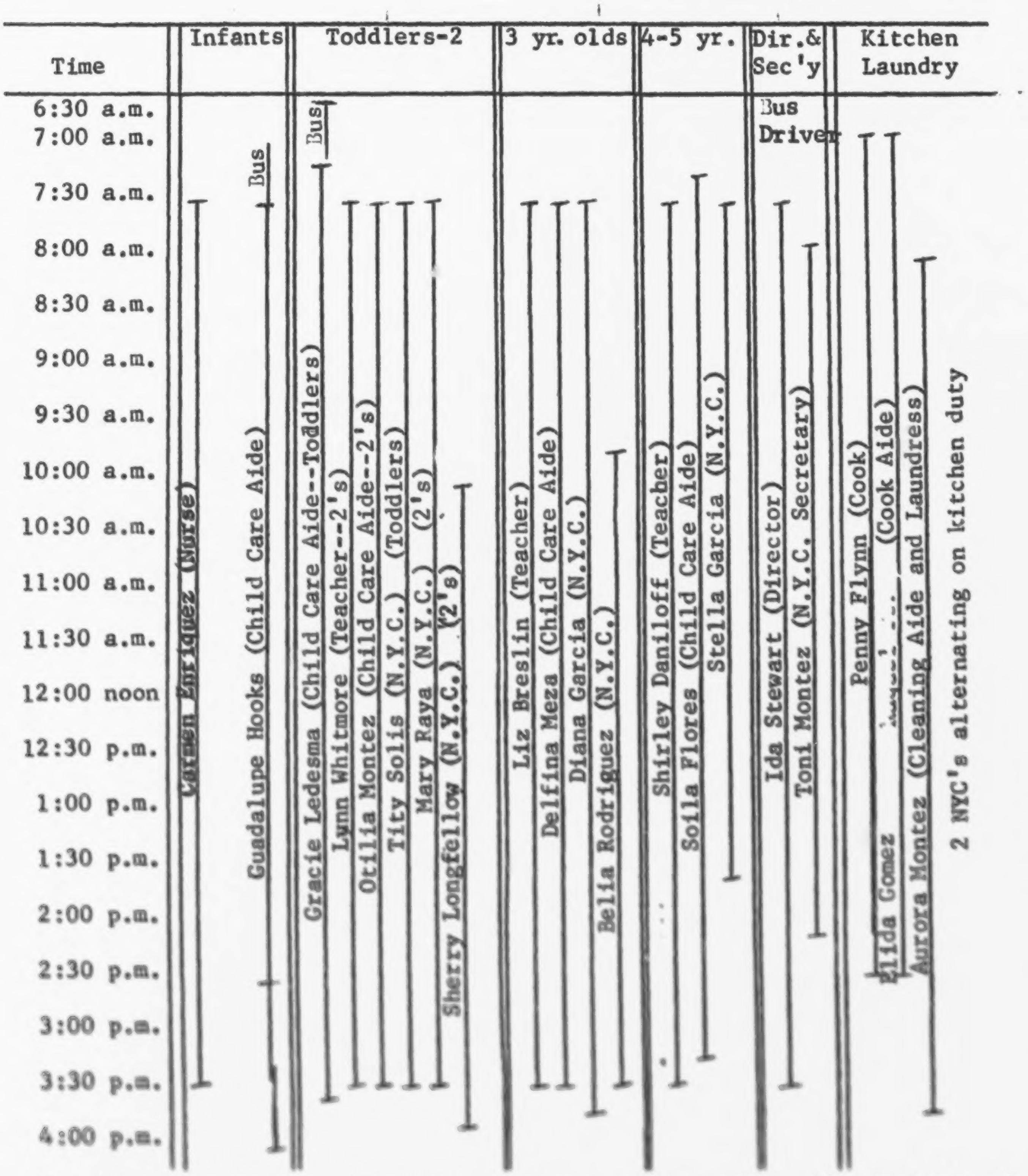
Health Education: The children are to be taught to wash their hands after using the toilet and before eating. They are also to be taught to brush their teeth. Good food habits and the kinds of foods they need will be an important part of the curriculum. They will be instructed in the use and proper disposal of tissues for wiping runny noses and the cleansing of minor scratches and scrapes.

Sanitation: Sanitary procedures similar to those outlined in A Manual for Health Services in Child Day Care Centers or Child Development Centers written by the Migrant Opportunity Program (1517 South Black Canyon, Phoenix, Arizona) are to be followed. This includes procedures on the cleansing of nursery equipment, diapering, and care of bedding,and the handling and storage of food. Cots used for napping are to be labeled with the child's name and sheets are to be used. After napping, the cots may be stacked with the sheets on. Sheets should be washed weekly or more often if needed.

Hoopeston Child Development Center

John Greer School
Hoopeston, Illinois

Work Schedule



Total working hours: director, teachers, aides, cook: 8½, including 2 15-minute breaks

Total working hours NYC: 6½ hours, including 2 15-minute breaks

NYC's will share kitchen duty

Assignments are tentative and may be changed in consultation with the director.

Total working hours, bus driver: 4 hours

Lupe and Gracie on bus

Forms to be used in Child Development (Day Care) Centers

Illinois Migrant Council

Number	Title and Specific Instructions	Additional Information
*IMC 073	ENROLLMENT FORM No. of copies: 1 Filed: In center confidential file Completed by: Community worker or director When: When recruiting or enrolling children for the center.	To be completed and parents' signatures obtained when enrolling a child for the center. As confidential information is on these forms, they should be kept in a file accessible only to the director and the child's teacher (if her knowledge of the information will benefit the child) or other persons, whose discretion can be trusted, who have been delegated with responsibility to compile statistical records. The right of privacy must be respected.
IMC 073a	EMERGENCY CARE CARD No. of copies: 1 Filed: Card file readily accessible Completed by: Director or her secretary When: When child is accepted in center.	The necessary information should be transferred from the enrollment form to the emergency care card. This card should be readily accessible to all center staff.
*IMC 075	CHILDREN'S PROGRESS REPORT (2 pages) No. of copies: 1 Filed: In notebook in teacher's possession. Completed by: Teacher and/or aide. When: Soon after entry and periodically there after.	The fact sheet of this report should be completed by the child's teacher as soon as possible after the child enrolls. The second sheet provides an outline for making an anecdotal record which may indicate the child's progress. It is recommended that a form for each child assigned to a teacher be put in a looseleaf notebook with several additional notebook pages and that not only the professional teachers but the aides be trained and encouraged to make notations of observations of the child in the notebook.

Number	Title and Specific Instructions	Additional Information
CFS 508	MONTHLY REPORT ON PERSONS EMPLOYED IN A CHILD CARE FACILITY No. of copies: 2 Filed: Original to Dept. Children & Family Services; copy in center. Completed by: Director When: End of each calendar month.	Submitted when there have been changes in personnel during the month. If there have been no changes, simply fill in the top line, make a notation "no changes in personnel" and sign.
*IMC 077	MONTHLY ATTENDANCE REPORT No. of copies: 3 Filed: Original sent to Illinois Migrant Council, 1307 So. Wabash, Chicago, Illinois, 60605; 1 copy to Dept. Children & Family Services; 1 copy in center file. Completed by: Director of secretary. When: End of each calendar month.	Attendance should be recorded on this daily and the totals at the bottom filled in at the end of the month. To make this job easier, it is suggested that your card file of emergency care cards be set up in four sections: "Currently Enrolled," "Newly enrolled (or re-enrolled) this month," "Dropped," "Dropped this month." After completing this monthly report, the cards should be moved from the "newly enrolled this month" and the "dropped this month" sections to the "current enrollment" and "dropped" sections. Be sure to make notations of dates when children are re-enrolled, dropped, etc. on both the emergency care cards and the enrollment forms.
CFS 813	DAY CARE CENTERS No. of copies: 1 Filed: Dept. Children & Family Services (as directed) Completed by: Director When: End of calendar month.	The information from the above form is to be transferred to this card and mailed to address on reverse side of card.
*IMC 079	QUARTERLY REPORT OF CHILD DEVELOPMENT (DAY CARE) CENTER No. of Copies: 2 Filed: Original to Illinois Migrant Council; copy in center file. Completed by: Director When: End of first month. End of June. End of September.	This report should be completed at the end of the first month the center is in operation, then at the end of June and at the end of September. The information from this form is used on the MIS report which is required by OEO of all delegate agencies.

Number	Title and Specific Instructions	Additional Information
		It is recommended that you study this report and set up your files and reporting systems accordingly. One center director kept a tally sheet with headings from this form. As a new family was enrolled, she make marks in the appropriate columns and consequently made her work of compiling this report much easier. (Note that lines A.7 and B. 4 are total children; therefore totals of sections D. 1 and D. 2, must be the same as totals entered in A. 7 and B. 4.
IMC Form 0196-A	IMC MONTHLY REPORT FOR DAY CARE CENTERS No. of Copies: 2 Filed: Original to Illinois Migrant Council; copy in center file. Completed by: Director When: End of each calendar month.	This form is used to record "inkind" contributions.
No number	COMMUNITY MEETINGS REPORT Same as above	Any meetings in which the center staff participates, whether initiated by Child Development Center, IMC community workers or other are to be reported on this form and this form mailed to IMC at end of month. This includes the meetings of Center Advisory Commitee.
082	TIME AND ATTENDANCE REPORT No. of Copies: 2 Filed: Original to IMC Completed by: Director When: On 15th and end of each month.	This is essentially a payroll form.
No number	CHECK RECEIPT No. of Copies: 2 Filed: Original to IMC Completed by: Director and employees When: As checks are delivered.	Payroll checks will be sent to the center director for distribution. She is to obtain the signature of each employee as the check is delivered.

Number	Title and Specific Instructions	Additional Information
*IMC 084	ATTENDANCE RECORD No. of Copies: 1 Filed: On clipboard for bus or in classroom In center file when completed. Completed by: Bus attendant or teacher When: Daily when children board bus or enter classroom.	This form is designed to record daily attendance either in the classroom or as the children are picked up by bus or other conveyance. Names should be recorded in advance in whatever order makes this record easiest to check. For instance, if children are picked up from three areas, it would make sense to list them alphabetically by families grouping those together who live in each area. As the children are picked up, the attendant should place a small agreed-upon symbol in the square for that day for each child (e.g., a checkmark). A blank should be left if a child is not picked up and the reason for absence reported to the director, if known. As the children board the bus to return home at night, an additional check should be made. If a child is picked up from classroom early the time should be noted in red.
Noxnumber	REGISTER (no form provided) A notebook for this purpose should be readily accessible in office. To be used by persons bringing or picking up children at other than normal times. Time of day, child's name, notation of "brought" or "released" and person's signature should be entered.	If a child is released to the parent or other authorized person instead of going home in the normal way, it is important that the person calling for the child be asked to sign a register giving child's name and time the child leaves. The center has a legal responsibility for the child from the time he enters a vehicle operated by the center until he is released to the parent or authorized person AVOID ACCIDENTS. TRAIN YOUR STAFF TO BE AWARE OF THE WHEREABOUTS OF CHILDREN ENTRUSTED TO THEM.
0155	DAILY TIME SHEET No. of Copies: 1 Filed: Kept in convenient place for employees to post times of arrival and departure from center. In center file on completion Completed by: Employees When: Daily on arrival and departure.	Form 082 is compiled from these sheets.

Number	Title and Specific Instructions		Additional Information
IMC 085	PETTY CASH No. of Copies: Filed: Completed by: When:	 2 Original to IMC with receipts; copy in file. Director As cash expenditures are made.	As petty cash expenditures are made, notations of place of purchase, item and amount should be made. Cash register receipts should be dated if necessary and placed with this. Always ask for a receipt when using petty cash.
*IMC 087	PERPETUAL INVENTORY No. of Copies: Filed: Completed by: When:	 1 Near supply storage Staff member in charge of supplies. Center file on completion. As supplies are removed or added.	Keeping this perpetual inventory lessens considerably the task of ordering, insures that needed supplies are on hand, and insures that supplies are used for the purpose for which intended. It takes discipline to use this, but in the long run it's worth the effort!
No number	UNIFORM MIGRANT STUDENT TRANSFER FORM No. of Copies: Filed: Completed by: When:	 5 4 copies to Mr. Bill Lash Office of the Superintendent of Public Instruction, 316 S. Second St. Springfield, Ill. 62706; 1 copy in center file or in school community. Teacher or director for children entering school End of program.	This form is from the ESEA Title I (89-750,89-313) Migrant Child Education Program. It is recommended that at the end of the cneter's program one of these be completed for each child who will be entering public school for the first time in September. The school personnel in your area should be madd aware of the availability of these records for migrant children. This is a national project for transfer of information on migrant children.
CFS-508-1	INFORMATION ON PERSON EMPLOYED IN A CHILD CARE FACILITY: ON EMPLOYMENT OF PERSON No. of Copies: Filed: Completed by: When:	 2 Original to Dept. of Children and Family Services; copy in center file Director on employment	

Number	Title and Specific Instructions	Additional Information
CFS-602	MEDICAL REPORT ON AN ADULT OR CHILD IN A LICENSED CHILD CARE FACILITY No. of copies: 1 Filed: In center file Completed by: Physician When: on entry	To be kept on file at the center for each child and adult in the center. However, this is not necessary if the Child Development Center Health Record (No. IMC 078) is on file.
*IMC 076	PROGRESS REPORT ON CHILD DEVELOPMENT CENTER AIDES No. of copies: 1 Filed: In center confidential file. Completed by: Director When: Weekly for first month and periodically as indicated.	Since employment in the center for non-professional aides is a training program, it is important that their performance be evaluated ferquently, once a week at first and less frequently later. This evaluation should be discussed with the aide and she should be given concrete suggestions for making improvements. Only through this kind of feedback which reinforces desirable performance and suggests new behaviors can she make progress. This evaluation may be made by the center director with the cooperation of the teacher to whom the aide is assigned. Evaluations of teachers and other persons should also be made periodically and kept on file. No form is profided for this.
*IMC-078	HEALTH RECORD No. of copies: 1 Filed: In center Completed by: Doctor and nurse When: Soon after entry and periodically, as needed. History should be obtained from parent when enrolling child.	Signature of parent should be obtained when child enrolls and physical examination made as soon as possible thereafter. Medical history may be obtained by the person enrolling the child. Parent may have health card which is in general use throughout the U.S.; this will carry immunization record. This may be used in place of CFS-602.

Number	Title and Specific Instructions	General Instructions
*IMC-078a	HEALTH RECORD CONTINUATION No. of copies: 1 Filed: With form IMC-078 in child's folder Completed by: Nurse, or doctor When: Doctors and nurses have observations or orders.	This form is usdd for professional purposes and is provided for the doctor's and nurse's observations and orders. In case these are conveyed to the director by the parent of by telephone from the doctor or nurse, the director will make notes of the request on this form and in the case of giving medication shall indicate that written orders have been requested.
*IMC-090	SPECIAL CARE RECORD No. of copies: 1 Filed: In center; kept in sick bay for sick child or on baby's crib. In child's folder on completion Completed by: Nurse, teacher or aide. When: Daily as foods and/or medication are given.	A Special Care Record should be kept for each crib infant; every time medicine (as perscribed by a physician) or a bottle, or solid foods are given, it should be noted on this record. Notations of the infant's stools should also be made. This special care record should also be kept for any child kept in the center who is ill and receiving medication. This includes administration of iron or vitamins and medicines used to clear up impetigo or lice.
*IMC-095	HEALTH AND ACCIDENTAL INJURY INCIDENT REPORT No. of copies: 1 Filed: In child's folder Completed by: Person observing illness or accident and giving First Aid treatment When: When signs of illness are observed or immediately after First Aid is given in case of an accident. KEEP A SUPPLY OF THESE ON A CLIPBOARD NEXT TO FIRST AID SUPPLIES.	Under Setting note the time of day where incident was observed; name of attendant at that time; in case of injury who were the witnesses. Under observed incident describe the situation as it occurred, noting the circumstances, the probably cause of the incident and the action taken. Recommendation note the followup indicated and state what preventive measures are probably indicated, when the incident constitutes a health problem of children enrolled. If emergency professional medical care is needed, contac Illinois Migrant Council office in Chicago for instructions on making insurance claim.

Number	Title and Specific Instructions		General Instructions
*IMC-096	IMMUNIZATION RECORD		This form is for the purpose of charting and organizing for the immunization procedures and assurance that each child has received the basic vaccinations, skin testing and hemoglobin determinations.
	No. of copies:	1	
	Filed:	In director's or nurses' file	
	Completed by:	Director or nurse	
	When:	As immunizations are given.	

---

* Forms marked with an asterick were originally developed by the staff of the Migrant Opportunity Program Child Development Centers in Arizona under the direction of Mary Elizabeth York.

Confidential information accessible only
to director and persons authorized by her

B33
(Fill in changeable
information in pencil)

Illinois Migrant Council
Child Day Care Center Enrollment Form

Name of Child:__________ Sex:____ Initial Enrollment Date:______

Home Address:__________ Age:____ Birth date:______

Location:__________ Child's arrival time:______

Departure:__________

Hours mother works:______ Hours father works:______ Telephone or where working ______

Father______ Last First	Employment: Present:______	Father's Income during past year______
Birth date:____ Where born:____	Usual:______	
Mother______ Last First Maiden	Employment: Present:______	Mother's Income during past year______
Birth date:____ Where born:____	Usual:______	Other Income in family______
		Total______

Has 50% or more of family income over past year come from agricultural labor?______ Number of dependents in family? ______ Has head of family worked for more than one employer during year?______ Does family move away to other employment for part of year?______ If yes, where?__________ When?______ For how long?______ Is family receiving welfare assistance?______ Home base?__________

Is family within poverty income?______

Other children in family:

Name	Birth Date	Relationship

Who is allowed to call for child?______

Who may not call for child?______

Persons to call in case of illness or emergency:

Name:______ Address:______
Phone:______

Name:______ Address:______
Phone:______

Has child been in preschool before?____ Where?____

I give my permission for my child to be taken on field trips, and for transportation to and from center.

Signed__________

Re-enrollment Data

B34

Dropped from rolls		Re-enrolled		
Date:	Reason or destination	Date	Where parents are working	Present Income

Medical and Pertinent Information

Name of child's doctor____

Address ____

Physical findings to be watched at school___________________________

Special Remarks:____

☐ I give my consent for photographs for publicity to be taken.

☐ I request that the physician for the Illinois Migrant Council Child Development Center examine my child and administer the preventive health services that the Doctor may determine are needed.

☐ I request that the Center call Dr. ______________________ and if he is not available to call any Doctor for emergency or surgical care which may arise while the child is at the Center.

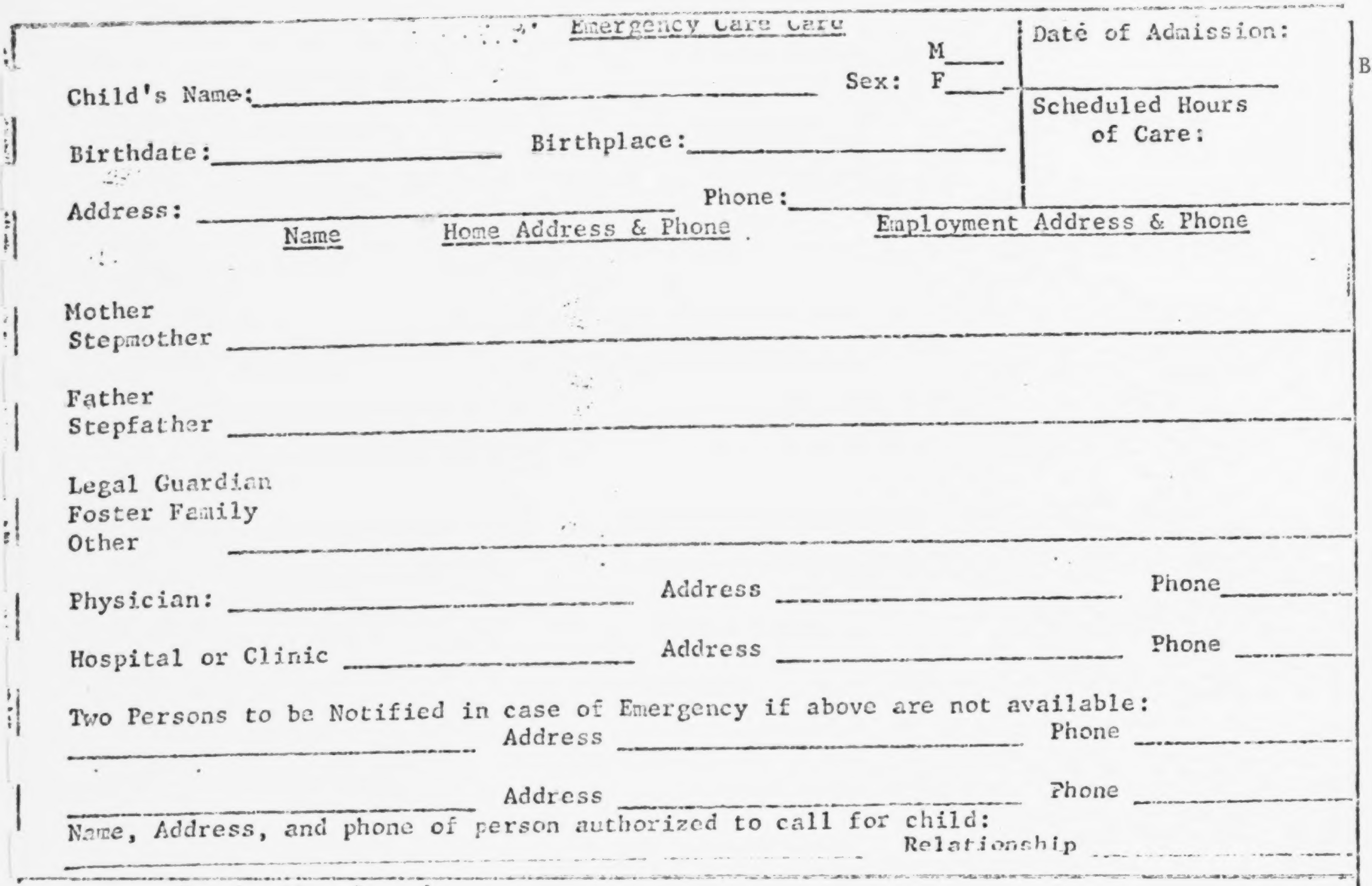
Religion:______________________

My signature gives permission for the statements checked.

Race:______________________

Signed:__________________________

IMC 073



B35

Emergency Care Card

Child's Name: ______ Sex: M____ F____

Birthdate: ______ Birthplace: ______

Address: ______ Phone: ______

Date of Admission: ______

Scheduled Hours of Care:

Name	Home Address & Phone	Employment Address & Phone
Mother Stepmother		
Father Stepfather		
Legal Guardian Foster Family Other		

Physician: ______ Address ______ Phone ______

Hospital or Clinic ______ Address ______ Phone ______

Two Persons to be Notified in case of Emergency if above are not available:

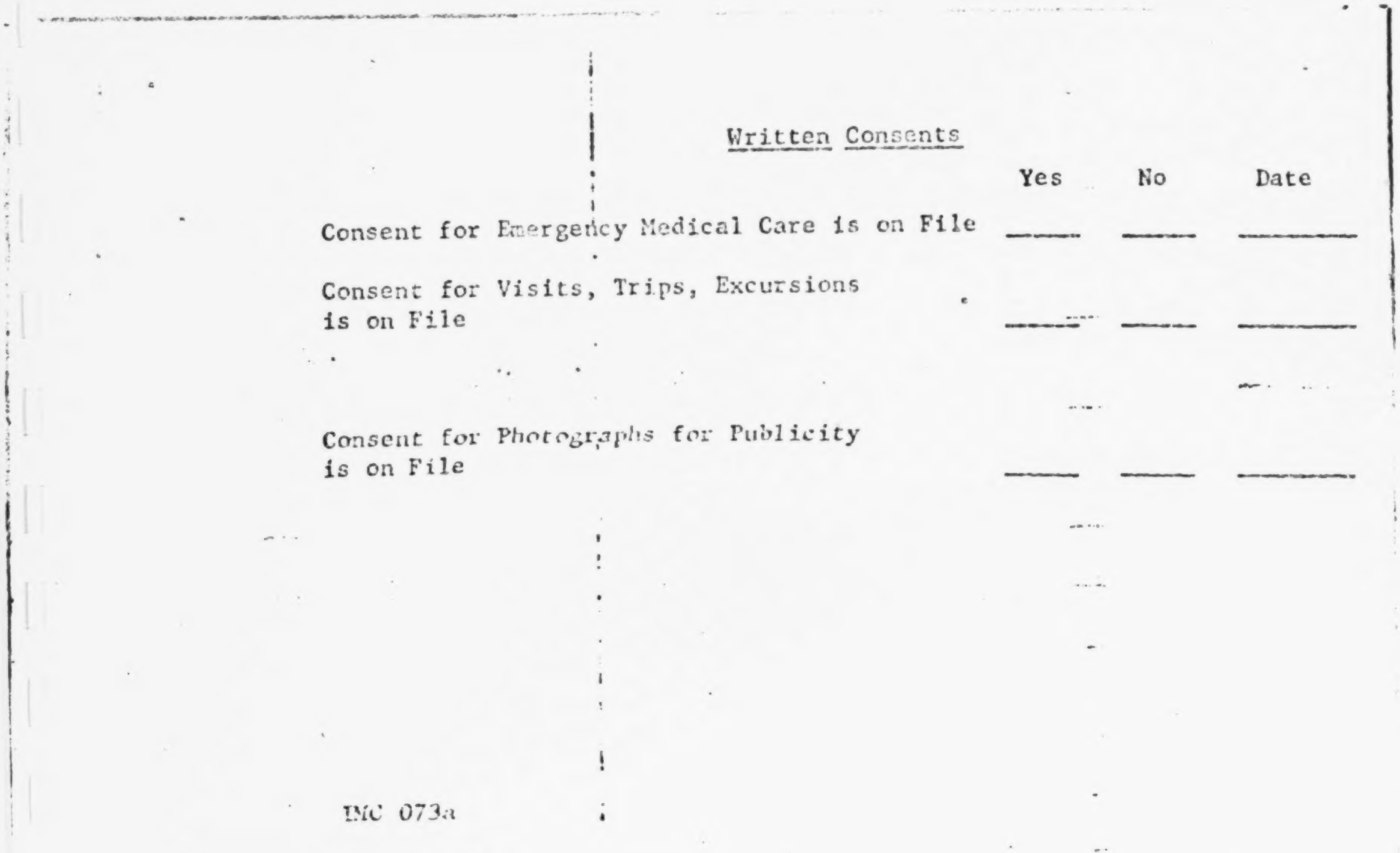
______ Address ______ Phone ______

______ Address ______ Phone ______

Name, Address, and phone of person authorized to call for child:

______ Relationship ______

Front side of card.



Written Consents

	Yes	No	Date
Consent for Emergency Medical Care is on File	____	____	____
Consent for Visits, Trips, Excursions is on File	____	____	____
Consent for Photographs for Publicity is on File	____	____	____

IMC 073a

Reverse side of card

CHILDREN'S PROGRESS REPORT

Child's Name:______________________ Nickname:______________
First Middle Last

Birthdate:________________

Enrollment Date:______________

Attendance Record:

Week ending date	No. Days Attended	Week ending date	No. Days Attended

Initial observation: exact age:
years:________ months:__________

Date:______________________

What is child's general appearance? (Size, health, grooming)

How does child act? (with adults; with children)

How does child speak? (Record actual quotes)

What are your recommendations?

Subsequent Observations: (Every time a significant change is noticed by any of the center personnel, it should be recorded on this and additional sheets. In each case give exact age in years and months and date of entry. Describe the change as objectively as possible giving setting (persons involved, place materials or equipment used). Words spoken should be recorded verbatim, or as nearly as possible. Following the recording of the observation, reporting person should give interpretation and recommendations or suggestions and sign her name or initals.

CHILDREN'S PROGRESS REPORT (Continued)

This outline may be followed:

Date:____________________ Exact age: years:________ Months:________

Setting:

Observed Incident:

Interpretation and Recommendations:

Signature or initial:______________________________

IMC 075

B38

Monthly Attendance Report - Day Care Centers

Location of Center:________________________________ Month:______________

DATE 1	1-6 by June 2	2-6 by June 3	3-6 by June 4	4-6 by June 5	5-6 by June 6	Older Children 7	Total Children 8

* If two age groups are combined list under older group.

1. Brought fwd. from last mo. (item 5 last mo.):___
2. Admitted to Center during month: ___
3. Total enrolled during mo. (line 1+line 2) ___
4. Discharged or dropped during month: ___
5. Enrolled in center at end of month: ___

Attendance:

6. No. Days Center was open____
6a. High Attendance for mo.____
6b. Low Attendance for mo.____
8. Average Daily Attendance____

9. Will center operate next month? _________
10. If not operating next month, date of close:____
10a. If closing, temporary?____ Permanent?____
10b. If temporary, give date to reopen: _________

11. Licensed Capacity:_________
12. Hours: _________

Director:______________________
(signature)

Mailed: copy to IMC - (date)_________ copy to CFS - (date) _____________

(Note: No.s correspond to form CFS-813)

IMC 077

Quarterly Report of Child Development (Day Care) Center

Center:____________ Director:____________ Date:____________

Address:____________ Mailing Address:____________

Phone:____________ Hours:____________ Days of Week:____________

I. Statistical and other information

A. Children

			Licensed Capacity					
			Space		Staff			
	Age Group (by June)	Total Participants (enrollment)	Required sq.ft. per child	No. child	Required ratio	No. child.	No. adults	Average Daily Attendance
1.	1 yr.6mo.		25		6ch:1 ad			
2.	2 yr.6mo.		35		8ch:1 ad			
3.	3 yr.6mo.		35		20ch:2 ad			
4.	4 yr.6mo.		35		20ch:2 ad			
5.	5 yr.6mo.		35		25ch:2 ad			
6.	Older		35		25ch:2 ad			
7.	Totals							

Total children planned for this quarter____________

B. Families Enrolled

	Families	Children
1. Total enrolled as of date center opened__; July 1__; Oct. 1__ (check one)		
2. Total newly enrolled this period (since date checked above)		
3. Total re-enrolled this period (since date checked above)		
4. Total served by center this period (Line 1+2+3)		*
5. Total dropped this period		
6. Total enrolled at end of month		

(*same as line A.7.)

C. Family Income (Total must equal line B.4. Families):

1. Number above poverty line ____________
2. Number below poverty line ____________
   - a. $1 - 499 below ____________
   - b. $500 - 1,499 below ____________
   - c. $1,500 or more below ____________

Number families receiving welfare payments ____________

D. Participant Characteristics:

1. Sex: (a) Male ________ (b) Female ________ (Total must be same as A.7. and B.4.)
2. Individual Racial/Ethnic Groups (Total must equal lines A.7. and B.4.)
   - a. Caucasian--(1) Mexican-American__________ (2) Puerto Rican__________
     (3) Other Caucasian __________
   - b. Negro________ b. American Indian________ d. Oriental__________
   - e. Other __________

E. Migrant Status (Total must equal line B.4. Families):
1. Inter-state:____________ 3. Intra-State:____________
2. Ex-Migrant: ____________ 4. Seasonal Farm Labor:____________
5. Months traveling Migrants are in Center:____________
6. Migrants go from here to what state?____________
7. Types of agricultural employment

Crop or other	Months in season

F. Attendance this quarter:

1. ADA__________ 2. High for period__________ 3. Low for period__________

G. Meal Service:

1. Meals served
(Total individual meals served in period)

	Children	Adults
Breakfasts:		
Lunches:		
Snacks:		
Totals:		

H. Home/Camp Visits:

1. Total number home or camp visits made this period:____________
2. Visits made by whom?____________

I. Health Care:

1. Number receiving examinations:____________
2. Number needing treatment:____________
3. Number receiving treatment:____________
4. Number physically or emotionally handicapped:____________

J. Results:

1. Number parents in Education or Training Programs:____________
2. Number parents working:____________

K. Staff:

__________Manager

__________Teachers

__________Migrant Aides (Total who worked in center this quarter)

__________NYC

__________Volunteer Man-Days this period (VISTA or other)

L. Participants enrolled during period beginning______________ending__________

List in alphabetical order all families enrolled in Child Day Care Center this period. Give name of head of family first, address second, then list all children. For each person place a checkmark in appropriate column.

	Age	in CDC	in ESEA Title I	Working	in Adult Education

IMC 079

IMC MONTHLY REPORT FOR DAY CARE CENTERS

Location of Center ________________ Report for Period from ____________

Length of Program: ________ Weeks to: ____________

COST INFORMATION

DONATIONS*

Description	Donor	Est. Dollar Value
		$
		$
		$
		$
		$
		$
		$

*Please list all donations; for example, facility, equipment, food, milk, supplies, clothing, transportation, etc.

FUNDS RECEIVED BY OTHER AGENCIES OR SUPPORT GROUPS

Name of Agency or Organization	Allocation of Funds	Amount
		$
		$
		$
		$
		$
		$
		$
	TOTAL FUNDS & DONATIONS	$

IMC Form 0196-A

Page ____ of ____.

COMMUNITY MEETINGS REPORT

Date	Staff Members Attending	Sponsoring Organization & Meeting Place	Other Organizations Represented	Purpose of Meeting	Result of Meeting	Remarks

B44

ILLINOIS MIGRANT COUNCIL
1307 South Wabash Avenue
Chicago, Illinois 60605

TIME AND ATTENDANCE REPORT

AREA________________________ PAY PERIOD ENDING__________________________

NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		Initial*
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		

X - Regular Day Off
H - Holiday
V - Vacation
OT - Overtime
PL - Personal Leave

(8) - Hours Worked
S - Sick Leave
C - Compensatory Time
LA - Leave of Absence (without pay)

*I verify that my attendance is correct.

____
APPROVED

Revised 5/2/68
#082

B45

ILLINOIS MIGRANT COUNCIL
1307 South Wabash Avenue
Chicago, Illinois 60605

CHECK RECEIPT

The persons whose signatures appear below certify that they received the checks listed.

PAYEE'S NAME	CHECK NO.	AMOUNT	SIGNATURE	DATE

The Supervisor distributing the checks should return this form to: Illinois Migrant Council, 1307 South Wabash, Chicago, Illinois 60605 Attention: Bookkeeper. Undelivered checks should be returned with the form and the signature column marked "returned" and initialed by the supervisor.

ATTENDANCE RECORD Month__________ Bus Route or Class__________ Age Range of Children__________

Names:

List alphabetically by family name.	Age by June 19	M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F		M	T	W	TH	F	

B46

Note: If child leaves center early, note time in red in square for that day.
Remind person picking up child to sign office register.

IMC 084

B47

ILLINOIS MIGRANT COUNCIL
1307 South Wabash Avenue
Chicago, Illinois 60605

DAILY TIME SHEET

AREA____________________ MONTH____________, 1969

NAME	IN	OUT	SIGNATURE

4/26/68

0155

PETTY CASH

Community__________________ Date__________________

STORE	ITEM	AMOUNT

TOTAL EXPENSES________________

BALANCE ON HAND________________

IMC 085

SIGNATURE____________________________

D49

Week of ____________________

PERPETUAL INVENTORY

Item	On hand beg. week	Added during week	Taken Out			On hand End of week	To be Ordered
			Amount	Date	Initials		

IMC 087

B50

PROGRESS REPORT ON C.D.C. AIDES

Name:
Date Employed:
Initial Impression:

Areas of Center Worked:	Dates:

	Weeks										
Date:											
	1	2	3	4	6	8	10	12	16	20	24
Relationship to Staff											
Learning from Experience											
Understanding Children											
Carrying out Duties											
Neatness and Cleanliness											
Work Attendance											
Promptness											
Controlling Emotions											
Attendance at Training Sessions											
Application of Learnings											
Adherence to Rules											
Shows initiative											
Grade Average:											

Rating Scale:
1-Excellent (above average)
2-Good (acceptable)
3-Fair (improving)
4-Poor (needs to improv
5-Not acceptabl

Average grade of 4 or 5 in 1st 6 weeks results in termination.

Anecdotes supporting evaluation given: (Give date and objective description of incident.)

General Evaluation:

Recommendations:

Signed:
Child Development Center Direct

IMC 076

B31

CHILD DEVELOPMENT CENTER COMPONENT
HEALTH RECORD

Center ______

ME	SEX ☐ Male ☐ Female	BIRTHDATE	C. T.	DATE OF EXAM
DRESS		SCHOOL AND DISTRICT		

I hereby give consent to ______________________ to perform such diagnostic, therapeutic and prophylactic procedures as e indicated on the above named child

te ______________ Signature of Parent or Guardian ______________

(To be Completed by Nurse)

CHILDHOOD DISEASES
- ☐ None
- ☐ Mumps
- ☐ Measles
- ☐ Chickenpox
- ☐ Whooping Cough
- ☐ Other (Specify)

CHEST
- ☐ None
- ☐ T.B. in Family
- ☐ Heart
- ☐ Pneumonia
- ☐ Other (Specify)

ALLERGIES
- ☐ None
- ☐ Asthma
- ☐ Skin Condition
- ☐ Other (Specify)

E. E. N. T.
- ☐ None
- ☐ Repeat Ear Infection
- ☐ Repeat Tonsilitis or Sore Throat
- ☐ Does Not Hear Well
- ☐ Other (Specify)

G. U.
- ☐ None
- ☐ Kidney Trouble
- ☐ Bed Wetting
- ☐ Other (Specify)

NEURO-SENSORY
- ☐ None
- ☐ Convulsion
- ☐ Other (Specify)

SKIN
- ☐ None
- ☐ Frequent Boils
- ☐ Frequent Sores
- ☐ Other (Specify)

ORAL PROBLEMS
- ☐ None
- ☐ Frequent Toothache
- ☐ Sores in Mouth
- ☐ Other (Specify)

PREV. HOSPITALIZATION

None ______

Date ______

Place ______

Condition ______

G. I.
- ☐ None
- ☐ Frequent Diarrhea
- ☐ Other (Specify)

DEVELOPMENT

Age sat up ____ mos.

Age of walk ____ mos.

Age of talk ____ mos.

IMMUNIZATIONS

POLIO	D. P. T.		D. T.	SMALLPOX	OTHER (Specify)
		1			
		2			
		3			
		B			

SKIN TEST

MANTOUX		COCCI		HISTO		X-RAY	
Date	Results	Date	Results	Date	Results	Date	Results

HEIGHT in.	WEIGHT lb.	BLOOD PRESSURE	COMMENTS:

(To be Completed by Physician)

If Girl on NYC LMP	Normal	Abnormal	DESCRIBE ABNORMAL FINDINGS
General Appearance			
Skin			
E.E.N.T.			
Dental			
Heart			
Chest			
Abdomen (Hernia) & Genitalia			
Skeletal System			
Muscular System			
Nervous System			
Lymphatic & Endocrine System			
Other Physical Findings			

TEST	RESULTS		TEST	RESULTS
Vision	Right /	Left /	Blood Chemistry & CBC	
Hearing	Right	Left	EKG	
Urinalysis			EEG	
Hemoglobin			Other Lab. Tests	

X-ray Findings & Date of X-ray

Appropriate

PROBLEMS NEEDING REFERRAL
- ☐ Medical
- ☐ Surgical
- ☐ Orthopedic
- ☐ Dental
- ☐ Reevaluation
- ☐ Hearing
- ☐ Vision

FOLLOW - UP
- ☐ No Follow - up
- ☐ Immediate
- ☐ In one (1) week
- ☐ Within ___ mos.

REFERRED TO;
- ☐ Private M.D.
- ☐ Dentist
- ☐ School Nurse
- ☐ Hosp. ______
- ☐ Other

Date Completed

IMMUNIZATIONS ORDERED
- ☐ Smallpox
- ☐ Polio
- ☐ D.P.T. ☐ Series ☐ Booster
- ☐ D.T. ☐ Series ☐ Booster
- ☐ M.T.X.
- ☐ Other (Specify)

Check

Can child engage in strenuous sports or work? ☐ Yes ☐ No. Restrictions:

RECOMMENDATIONS:

IMC-078

Signature ______________ M.D.

HEALTH RECORD - CONTINUATION

Name of Child

Development Center

Date	Notations	Initial

IMC 078a

B33

SPECIAL CARE RECORD

Name of Child____________________ Dept.__________ Center_____________

Date	Time	Medical Orders & Special Diets including nursery formula	Treatment Given Foods & liquids consumed	Reported By

IMC 090

HEALTH AND ACCIDENTAL INJURY INCIDENT REPORT

Name of Child:____________________

Date:__________ Exact age: Years:_____ Months:_____

Setting:

Time of Day:

Place of Incident:

Attendant (s) at time:

In case of an injury the following were witnesses:

____

____

Observed incident: (Make accurate and complete report)

Interpretation and Recommendations: (Note all action taken)

Keep a supply of these with a pencil on a clipboard next to First Aid Kit.

Signature:____________________

Name of Center:____________________

Department:____________________

Date of this Report:____________________

IMC 095

Department:

IMMUNIZATION RECORD

Name of Child	D P T				POLIO(Circle type) Salk Sabin Triv.			PPD or MANTOUX	SMALL POX VACC.	HGB. or	MEASLES
	1	2	3	Booster	1	2	3		Note date and reaction	Hemat.	

IMC 096

Illinois Migrant Council
Child Development Center

Hoopeston, Illinois

Food Service Plan

The food service for the child development center will be part of the Special Food Service Program for Children administered by the Department of Public Instruction, Springfield, Illinois. As such, it will be required to meet their specifications.

Meals to be served, approximate times, foods to be included

Breakfast will be served soon after the children arrive and not later than 9:00 a.m. For breakfast there will be a daily serving of milk, whole grain or enriched flour food such as cereal, toast, pancakes; and fruit or fruit or vegetable juice. At least twice a week eggs will be served.

For the morning supplement, fruit or raw vegetables or full-strength fruit or vegetable juice, or milk, and whole-grain crackers or cookies, e.g., graham crackers or oatmeal cookies will be served. This will be served not earlier than one hour after breakfast nor later than one hour before lunch. Early in the program for all groups, this will be served at approximately the same time to all children seated at tables. Later, the food may be made available to the children to serve themselves in this period of time and removed one hour before lunch. This may become part of the "discovery" or "science" teaching with new and unusual foods introduced as a tasting experience. The approximate time for the supplement to be available to the children will be from 9:30 to 10:30.

Lunch will be served not sooner than 11:30 a.m. nor later than 12:30 p.m. and should be within four hours of breakfast. The lunches will include daily servings of milk; protein foods; e.g., meat, fish, cheese, eggs, beans, or peanut butter; two vegetables or a fruit and a vegetable; whole grain or enriched bread or equivalent; e.g., tortillas; butter or fortified margarine.

An afternoon supplement will be served as the children awaken from their naps. The expected time for this is 2:30 p.m., but it should be available whenever they awaken or from about 2:00 p.m. on. The foods to be included are milk, fruit, or fruit juice; a whole grain or enriched flour food, e.g., rolls, graham crackers, cookies; a nutritious dessert, e.g., pudding, custard, or occasionally ice cream or cake. Raw vegetable sticks, cheese and peanut butter will also be used.

Menu Planning:

The menus for the first two weeks have been planned by the University of Illinois Department of Home Economics and are planned to include foods common to Mexican-American diets.

Meals for the remainder of the program will be planned by the cook in consultation with the director. She will have the Head Start Menu Planning Guide and School Lunch Menus and recipes available to her as resources.

The menus are to be planned to meet the children's tastes and needs. The cook will determine which foods are well-received by the children both through direct observation and reports from teachers and aides.

In planning menus the cook will be guided by Schedule B, Requirements for Meals, of the Special Food Service Program for Children (Department of Public Instruction, Springfield, Illinois).

Meal Service

The meals are to be served family style with a maximum of six to one adult seated at tables of appropriate size for these children. Initially the adult will serve small portions of each food to the children, conversing with them while she does so. The children are to be encouraged to taste each food, but are not to be coaxed or coerced to eat it all. The children will be allowed to serve themselves to as many additional helpings as they wish with the stipulation that they can only take additional helpings of any one food if they have completed the previous helping.

Food Service for Infants

Feeding schedules for infants will be in accordance with their individual needs, with formulas and baby foods given as recommended by the examining physician. As soon as they are big enough to do so, the babies are to be allowed to feed themselves. One staff person may feed three babies in high chairs. As the babies become more adept at feeding themselves, they will be seated at low tables with four to a table and one adult.

When bottles are given, the babies are to be held while they take their bottles.

A daily record of the amounts and kinds of foods the crib infants take is to be kept on a special form provided for this purpose.

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Illinois Migrant Council
Child Development Center
Hoopeston, Illinois

Curriculum Plan

Introduction:

This curriculum plan will first describe in general terms the curriculum of the child development center in terms of grouping, of general objectives, approach and philosophy, the role of the teacher(small t to indicate any adult interacting with a child) and the teaching-learning situations. Secondly, for each age group, some specific behavioral goals will be listed, suggested teaching materials and activities and references will be given.

Ages and Grouping

The Center is to serve approximately 62 children between the ages of a few weeks to five years. The groups are planned on one-year age span approximately; however, assignment to the groups will be based on the developmental level of the child. These groups will include six under age one; six in the second year; fifteen in the third year; fifteen in the fourth year, and twenty in the fifth year.

General Objectives:

The general overall objective for the children is for each one to be able to perform at the level appropriate to his chronological age; that is, to be able to do those things normally expected of children of a comparable age as indicated by developmental guidelines from such authorities as Bayley, Cattell, Gessell and others. Appropriate objectives which may be attainable by the individual child are to be determined by the staff members, who work with the child, on the basis of observation, comparison with developmental guidelines, additional information gained through using Denver Developmental Screening Test, and the Bettye Caldwell Pre-School Inventory (the latter to be used with the fourth and fifth levels only).

A Plan for Each Child.

The individual objective, plan of action, and the progress made toward reaching these objectives are to be worked out in a case-conference approach held daily by the teacher and aides for each group of children. Questions to be considered are "in which area of development does the child seem to lag behind the other children" "What new behaviors does he appear to be ready to learn?" "What specifically would we like to see him doing?" "How can we help him to learn to do this?" Obviously, not all children in the group can be considered each day. Also, as there will be several children, particularly among the older children, who are at the same stage of development, objectives and plans may be made for groups of children. However, several times during the program the needs of each child are to have been considered and plans for meeting those needs designed. An initial observation report is to be made on each child and an anecdotal record kept which will show his progress.

To illustrate this plan, an example may be helpful. The nurse and aide notice that little Rosa,who is six months old and is normal in most areas, seldom coos, gurgles, or babbles. They decide that they want to increase the rate of babbling. The aide decides that she will be the only one to bathe and feed Rosa and that while she is bathing and feeding Rosa she will talk to her, smile at her and play with her. Also, every time she hears Rosa make a happy sound, she will respond by talking to her,laughing or smiling, and telling her what a good baby she is. In addition to this, she will spend about 15 minutes a day playing such things as "This little piggy" or "peek-a-boo" with her. When feeding Rosa, she will try giving her a mouthful of food contingent on making a happy sound; however, she will realize that it is more important for a hungry baby to have food than to coo or babble. After a week of this treatment, she will report whether or not there is an increase in babbling. If there is, this kind of treatment will continue and new objectives and plan will be made.

The Role of the Teacher

For the purposes of brevity, teacher in this context will serve to mean any adult who takes some responsibility for the learning activities of the children. We recognize that confusion is highly probable, since by job description and title, Teacher refers to the person who bears the responsibility for planning and supervising the teaching-learning activities for the group of children assigned to her. It is the Teacher who will conduct the case-conference planning sessions with the aides who will work with her, but as they are working under her direction with the children, they are all teachers.

Bettye Caldwell states, "The development of a young child is fostered by a relatively high frequency of adult contact involving a relatively small number of adults." (Caldwell, 1967) On the basis of this, thoughtful intervention in the child's play is the keynote of the teaching-learning program.

With the younger children it is expected that the teachers will take specific responsibility for not more than five children each; that is, that each teacher will consider these children "her children" insofar as helping to establish objectives, planning activities, carrying out these activities, and evaluating their progress. Affectional ties to these children in their first three years are to be encouraged; however, it must be remembered that the teacher does not replace the mother but is more in the nature of an older sister or an aunt.

With the older children the ratio of children to adult is from five to six per teacher. However, in this case there may be more flexibility, a teacher working now with this group in an activity and now with that. The teacher is seen as a guide, a fellow-learner with the children, a person who will ask questions which will lead the child to make further explorations, see relationships, make discoveries. The teacher also provides new activities, vocabulary to match the experiences, new concepts. It is important for the teacher to develop the sensitivity and skill to know when to step into the children's activities and when to stay out.

In summary, it is the teacher's role to talk with the children about what they are doing and to play with them; to introduce new activities and toys to the children and show them how to use them; to leave children who are happily and constructively engaged alone; to show the children what is expected of them and to give verbal labels for actions, objects, body parts, and people; and to determine special developmental needs of the children, formulate goals and plans to meet those needs, to put them into action and evaluate progress.

The Teaching-Learning Situations

Every moment the child is in the center is an opportunity for learning. What the child learns is dependent on the adults in the center and the environment which is provided him. Therefore, the adults should frequently look at the situation from the child's point of view: how does this situation look to the child; what is he learning from it?

Specifically, the teachers utilize the routines of the day and the play periods for teaching. We are concerned with physical, emotional, social and cognitive development and these cannot be separated. As the child washes his hands, he is learning good health habits, a socially accepted practice, the properties of soap, water and towels (soap suds and cleans, water cleans and is cool or warm, towels absorb moisture) as well as associated vocabulary if the teacher sees this as a teaching-learning situation. As the child plays with blocks, he learns balance, relationships, classifications, he develops social skills as he works with other children, he learns acceptable social behavior as he puts the blocks away when finished, he learns to deal with frustration as the blocks do not always perform the way he wishes, and he is developing the use of his muscles, both fine and gross, as he puts the blocks where he wants them. But, again, he needs guidance and assistance to learn these things. Children who have never seen blocks need to learn how to use them; as an article in a 1967 issue of The VISTA Volunteer describing a migrant child day care center project put it, "blocks are to throw." Unguided, at the mercy of his environment and his emotions, "throwing blocks" was a learned behavior neither as satisfying nor socially acceptable as building with them.

Infants

1. Age range: a few weeks to one year
2. Behavioral expectations for month or two-month period in the first year may be found in standard references and pediatric materials and in Gesell, Arnold and Frances L. Ilg., Child Development. New York: Harper and Brothers, 1949,and Hurlock, Elizabeth B., Child Growth and Development. New York: McGraw-Hill Book Co., Inc., 1959.
3. Behavioral criteria for advancement to toddler group.
    a. Stands well alone
    b. Stoops and recovers
    c. Walks well
    d. Sits in high chair well
    e. Uses spoon and assists in feeding self
    f. Drinks from cup holding it with both hands
    g. Responds to adult in play; e.g., plays ball, peek-a-boo, patt-cake,etc.

  - h. Hunts for objects put out of sight; plays with objects voluntarily
  - i. Can make some wants known without crying
  - j. Shows signs of readiness for toilet training, i.e., will sit on training chair willingly and respond occasionally
  - k. Imitates sounds and says a few words

4. Activities
   - a. Talk, laugh, and play with baby while bathing, diapering or feeding
   - b. Respond to baby's sounds and actions with talking about what he is doing, or what you are doing
   - c. Play games such as peek-a-boo, patty cake, this little piggy, etc. with baby
   - d. Drop objects out of sight and encourage baby to look for them
   - e. Rock baby when giving bottle
   - f. Play musical records
   - g. Place baby on training chair if he wakes up dry and after meals (over ten months)
   - h. Encourage baby to use spoon, drink from cup, etc.
   - i. Call baby to come to you; cuddle him and praise him when he does
   - j. When baby is wide awake, place him on the floor and let him play there
5. Materials
   - a. Mobiles, activators, cradle gyms
   - b. Record player and records
   - c. Bell blocks, squeaker blocks, clutch balls, rattles
   - d. Cloth foam blocks, graduated rings, nested boxes, cans, bowls, snap-on beads
   - e. Cloth books, mirrors, pictures
   - f. Soft dolls
   - g. Scooter walkers
6. References
   - a. Keister, Mary Elizabeth, The Good Life for Infants and Toddlers. Washington, D.C., National Association for Education of Young Children, 1970.
   - b. Chandler, Caroline A., Lourie, Reginald S., and Peters, Ann De Huff, Early Child Care--New Perspectives. New York: Atherton Press, 1969.
   - c. Caldwell, Bettye M., and Richmond, Julius B., The Children's Center--A Microcosmic Health, Education and Welfare Unit. ERIC PS000020, 1967.
   - d. The U.S. Government Book of Infant Care. New York: Universal Publishing and Distributing Co., Award Books, 1968.
   - e. Gordon, Ira, Intellectual Stimulation of Infants.

Toddlers

1. Age range: one to two years
2. Behavioral expectations for levels within this age range may be found in standard references on baby care and pediatric materials and for 18 months and up in the Developmental Guidelines prepared by the Merle B. Karnes program from selected references.
3. Behavioral Criteria for advancement to the 2-3 year old group.
   - a. Feeds self with minimum assistance; can seat self at table
   - b. Notifies adult of bathroom needs or uses training chair by self
   - c. Can climb stairs up and down
   - d. Can walk, trot, and run

   - e. Can kick ball, throw it, return it
   - f. Knows and says names of some parts of body, foods, objects
   - g. Washes hands with assistance
   - h. Shows recognition of routines; e.g., goes to cot after eating, goes to wash hands after toilet
   - i. Shows interest in other children and explores way of relating to them
   - j. Can throw a ball, kick it, build blocks, put objects into a container and dump them out, put blocks into formboard, push cars, pull toys, carry toys
   - k. Can turn pages of a book singly
   - l. Can scribble, imitate a stroke in drawing, finger paint
   - m. Can say more than two words (in either Spanish or English), understand a simple question, name familiar objects and pictures, use some phrases and simple sentences
   - n. Can find object placed out of sight

4. Activities
   - a. Water play with floating toys and containers to pour water
   - b. Finger painting with edible base finger paint; e.g., cornstarch and food color
   - c. Building with small blocks and cloth-covered foam blocks
   - d. Games involving hiding and finding objects
   - e. Looking at books and pictures; looking at self in mirror and talking to mirror image
   - f. Playing with nesting toys, graduated rings, form-boards
   - g. Playing on scooter-carts, rocking boats, climbing stairs
   - h. Feeding self with spoon; drinking by self from cup
   - i. Toilet training
   - j. Hand washing
   - k. Listening to music
   - l. Listening to others talk and "talking" about events and objects
5. Materials
   - a. Floating toys
   - b. Graduated rings and post, form baards, nesting bowls, cans, blocks
   - c. Mirrors
   - d. Scooter carts
   - e. Cloth-covered foam blocks
   - f. Pop beads, small cube blocks
   - g. Dolls and doll bed
   - h. Push-pull toys
   - i. Toys that make noises, have different textures, respond to manipulation
   - j. Large pencils, crayons, paper
   - k. Balls
6. References

   Same references as for infants

   Stolz, Lois Meek, and Hymes, James L., Jr., Should Children Under Two Be in the Nursery School? Kaiser Child Service Centers Pamphlets for Teachers (Now out of print)

Two to Three Year Olds

1. Behavioral Expectations: See Developmental Guidelines, for 24-29 months and 30 to 35 months.
2. Behavioral characteristics of those ready for next age group
   a. Gross motor
      (1) Can jump with two feet together
      (2) Can run well
      (3) Stands on request
      (4) Can walk up and down stairs
      (5) Can walk easily and well pulling large object or carrying things
   b. Fine motor
      (1) Draws lines, dots, and circular shapes
      (2) Paints with brush or fingers
      (3) Responds to music with body movements
      (4) Builds blocks vertically and horizontally
      (5) Can cut with scissors
      (6) Can string beads, place blocks in form-board, fold paper
   c. Cognitive, linguistic, verbal:
      (1) Knows and can give full name
      (2) Uses pronouns I, me, you
      (3) Says a few nursery rhymes; sings simple songs
      (4) Enjoys looking at books, patting animals in pictures, talking about pictures to self
      (5) Enjoys hearing book read or story about self
      (6) Enjoys hearing music and responds with body movements
      (7) Obeys simple commands
      (8) Identifies objects by use
      (9) Enjoys simple group activities, e.g., ring-around-the-rosy
      (10) Can label familiar objects and pictures and identify body parts
      (11) Can match colors and name one or more
      (12) Can understand three prepositions
   d. Self Help
      (1) Can eat skillfully with spoon
      (2) Can go to toilet by self if clothing does not have fasteners
      (3) Helps put things away
      (4) Can put on some articles of clothing but needs help
      (5) Can wash and dry hands
   e. Social
      (1) Plays domestic make-believe
      (2) Plays with other children occasionally
      (3) Follows routines and wants other to do so
      (4) Helps to put things away
      (5) Enjoys doing the same things others are doing
3. Activities
   a. Simple art activities
      (1) Brush painting
      (2) Finger painting
      (3) Drawing with crayons
      (4) Collage

   - b. Simple group games, rhythms, movements for short periods
   - c. Doll play and domestic make-believe
   - d. Block building (small or light-weight blocks)
   - e. Pulling and pushing wheeled toys
   - f. Looking at books alone and with adults and other children
   - g. Listening to quiet music at nap time
   - h. Playing simple games that require following directions, pointing, getting objects, or putting objects in different places
   - i. Helping with putting things away and other clean-up activities
   - j. Running, pulling wagons, riding, climbing, jumping
   - k. Talking about events, objects, foods, etc.

4. Materials
   - a. Blocks (small and light-weight large)
   - b. Dolls, doll clothes, doll bed
   - c. Mirror, dress-up clothes
   - d. Wagons, tricycles, balancing boards, small climbers
   - e. Books
   - f. Records, record player
   - g. Simple inlay puzzles, form-boards, large beads, other manipulative materials
   - h. Art materials: clay, crayons, paper, paste, scissors, paints and brushes, finger paints
   - i. Wheeled toys, small and large enough to ride on
5. References
   - a. Read, Katherine H. The Nursery School: A Human Relationships Laboratory. Philadelphia: W.B. Saunders Co., 1960.
   - b. Green, Marjorie M. and Woods, Elizabeth L. A Nursery School Handbook for Teachers and Parents: Sierra Madre Community Nursery School Association, Sierra Madre, California.
   - c. Woodcock, Louise P. Life and Ways of the Two-Year-Old: Basic Books, Inc. (E.P. Dutton and Co., Inc.), New York, N.Y., 1941.

Three to Four Year Olds:

1. Behavioral Expectations: See Developmental Guidelines for 36-48 months.
2. Behavioral characteristics of those ready for next age group
   - a. Gross motor
     - (1) Can walk on a line; run; jump from a bottom step; walk on tiptoe; can broad jump; can walk heel to toe; can hop on one foot.
     - (2) Can climb nursery apparatus with agility, swing, slide sitting erect.
     - (3) Uses shoulder and elbow in throwing a ball; guides course of the ball with his fingers; kicks a large ball with facility; catches a bounced ball.
     - (4) Can turn around obstacles and corners when running or while pushing or pulling large toys.
     - (5) Can walk up or down stairs using alternate feet.
   - b. Fine Motor
     - (1) Draws head of man and usually one other part and shows some representation in drawing
     - (2) Drives nails and pegs

- (3) Can imitate vertical and horizontal strokes, cross, circle, capital letters when drawn by teacher
- (4) Holds crayon with fingers rather than with fist.
- (5) Cuts with scissors
- (6) Shows form and plan in building with blocks
- (7) Can put round pegs in round holes; square pegs in square holes

c. Verbal, Cognitive, and Linguistic
- (1) Can name and match some colors
- (2) Can recite poem or nursery rhyme from memory
- (3) Can repeat three or more digits
- (4) Has a repertoire of pictures of objects, animals, actions which he can identify (may be in Spanish).
- (5) Can whisper, increase volume of voice, change voice to faster rate, has well-patterned inflection.
- (6) Can match forms on form-board and do simple puzzles.
- (7) Enjoys looking at books and hearing stories
- (8) Asks questions beginning with "what," "where," "who" (may be in Spanish).
- (9) Can demonstrate which of two objects is smaller, longer, larger, shorter (May be asked in Spanish).
- (10) Can point to body parts when asked (May be asked in Spanish).
- (11) Has a Spanish vocabulary of several hundred words and can repeat sentences.
- (12) Is beginning to develop an English vocabulary, and can follow a few simple English commands.

d. Self Help
- (1) Can dress and undress self with minimal help. Needs help with hard-to-fasten buttons, hooks, snaps and ties.
- (2) Washes hands unaided
- (3) Cares for self at toilet
- (4) Can eat with little spilling; use fork and spoon; pour from a pitcher; spread butter on bread with a knife; carry breakable objects.

e. Social Play
- (1) Separates from mother easily.
- (2) Understands taking turns
- (3) Likes to help with adult activities and makes an effort to keep surroundings tidy
- (4) Joins in play with other children but also enjoys floor play with bricks, boxes, wheeled toys alone.
- (5) Understands sharing things
- (6) Plays interactive games
- (7) Plays cooperatively at kindergarten level

3. Activities:

a. Art activities
- (1) Brush painting
- (2) Finger painting.
- (3) Drawing with crayons
- (4) Collage.
- (5) Simple craft projects.
- (6) Cutting and pasting pictures from magazines

b. Group games, rhythms, movements to music, songs, finger plays
c. Doll play, domestic make-believe and other forms of role play
d. Block building (unit and hollow blocks).
e. Pulling and pushing wheeled toys.
f. Looking at books alone and with adults or other children.
g. Hearing books read and stories told.
h. Simple cooking activities.
i. Running, pulling wagons, riding, climbing, jumping, swinging, sliding.
j. Helping with putting things away and other clean-up activities
k. Puzzles and manipulative toys such as parquetry blocks, form boards, stringing beads, etc.
l. Talking about events, objects, foods, etc.
m. Field trips to community sites--grocery store, fire station, etc.
n. Games that require following directions, pointing, getting objects, counting, going in, through, over, around, etc., matching pictures

4. Materials:
   a. Blocks (Unit and hollow)
   b. Dolls, doll clothes, doll bed
   c. Mirror, dress-up clothes
   d. Implements for role play; e.g., toy stethoscope, hypodermic syringe minus the needle, toy thermometer, etc.
   e. Wagons, tricycles, balancing boards, climbers, swings, slides
   f. Books
   g. Records, record player
   h. Inlay puzzles, form-boards, beads, parquetry blocks, and other manipulative materials.
   i. Art materials: clay, crayons, paper, paste, scissors, paints and brushes, finger paints, paper.
   j. Wheeled toys, small and large enough to ride on
   k. Lotto games and other devices for matching
   l. Pictures for conversation
   m. Aquarium or terrarium or growing plants
   n. Materials for simple science experiments; e.g., vinegar and soda
   o. Boards, hammer, saw, nails, workbench
5. References
   a. Heffernan, Helen and Todd, Vivian E. The Years Before School: New York: The MacMillan Co., 1964.
   b. Tarnay, Elizabeth Doak. What Does the Nursery School Teacher Teach?: National Association for the Education of Young Children, 1629-21st St. N.W., Washington, D.C., 1965.

   Also the periodical published by the National Association for the Education of Young Children, Young Children and pamphlet publications.

Four to Five Year Olds:

1. Behavioral Expectations: See Developmental Guidelines for 48-60 months.
2. Behavioral characteristics of those ready for kindergarten.
   a. Gross motor:
      (1) Turns sharp corners, running, pushing, pulling
      (2) Walks alone up and down stairs, one foot per step.

    - (3) Skips on one foot and can skip to music
    - (4) Walks backward, heel-toe
    - (5) Climbs ladders and trees
    - (6) Throws ball overhand
    - (7) Can balance on balancing board, on one foot for 10 seconds
    - (8) Can hop, jump, kick, run with skill
  - b. Fine Motor
    - (1) Imitates spreading of hand and bringing thumb into opposition with each finger, R & L
    - (2) Draws man with two or more parts and makes representational drawings.
    - (3) Block building shows form and plan and other materials are used in block play; e.g., zoo animals or cars
    - (4) Prints a few capitals from memory and can print first initial or full first name
    - (5) Can copy cross, square, star, simple house, circle.
  - c. Verbal, Cognitive, Linguistic
    - (1) Can name in English pictures of common objects (Gesell says 14 out of 18)
    - (2) Can match and name primary colors.
    - (3) Can repeat sentences in English.
    - (4) Can follow three commands in proper order in English
    - (5) Understands and can follow common commands when given in English
    - (6) Can obey commands given in English using 4 prepositions
    - (7) Can count 4 or more objects and tell how many.
    - (8) Can discriminate between like and unlike pictures.
    - (9) Can tell age without using fingers
    - (10) Can identify triangle, square, circle.
    - (11) Can define persons such as mother, doctor, teacher by function.
    - (12) Can tell which is larger, longer, heavier of two objects, or smaller, shorter, lighter
    - (13) Can identify body parts
    - (14) Can make needs and wants known in English
  - d. Self-Help
    - (1) Can dress and undress self unassisted except for difficult buttons or fasteners and ties
    - (2) Brushes teeth, washes face and hands unassisted
    - (3) Can eat skillfully with spoon and fork
  - e. Social Play
    - (1) Cooperates with children
    - (2) Can go on errands
    - (3) Plays competitive exercise games
    - (4) Understands taking turns and sharing
    - (5) Enjoys role play--dressing up in adult's clothes, etc.

3. Activities
  - a. Art activities
    - (1) Brush and finger painting
    - (2) Crayon and pencil drawing
    - (3) Vegetable and object printing
    - (4) Collage
    - (5) Cutting and pasting pictures
    - (6) Craft projects
    - (7) Modeling with clay.

b. Woodworking
c. Group games, songs, dances, rhythms, movement to music, finger plays
d. Doll play, domestic make-believe and other forms of role play.
e. Block building.
f. Looking at books and talking about pictures alone or with other adults or children
g. Copying printed words
h. Hearing books read and stories told
i. Simple cooking activities following picture recipes.
j. Running, riding, pulling wagons, swinging, climbing, sliding, balancing
k. Tossing and catching balls.
l. Puzzles and manipulative toys such as parquetry blocks, beads, peg boards, etc.
m. Lotto and other matching games.
n. Activities involving sorting by shape or color
o. Activities involving putting things in order by size
p. Field trips, discussion, drawing pictures, and telling stories about it and having the teacher write down the stories told
q. Science activities: simple experiments, nature study, growing plants, observing and caring for animals, aquarium fish, etc.
r. Games that require following directions, pointing, getting objects, counting, going in, through, over, around, etc., putting objects on, under, beside, etc., matching pictures.

4. References.

Books and pamphlets previously mentioned
Karnes, Merle B. Helping Young Children Develop Language Skills: A Book of Activities: The Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Spodek, Bernard and Robison, Helen F. New Directions in the Kindergarten. New York: Teacher's College Press, 1965.

Appendix C

Developmental Guidelines

Compiled from selected sources
by
Catherine C. Sprugel and Sheila Goldberg

under the direction of

Merle B. Karnes, Ed.D.

By 6 Months

GROSS MOTOR SKILLS

Can sit propped for about 30 minutes.
Can roll over while in prone position.
Can lift head and/or shoulders while in prone position.
Bounces actively.

FINE MOTOR SKILLS

Can pick up a cube.
Can hold one cube and look at another.
Can grasp a dangling object.

SELF HELP SKILLS

Anticipates on sight of food.
Can lift cup by handle.
Pats bottle.

VERBAL, LINGUISTIC AND COGNITIVE SKILLS

Enjoys sound productions, rattle or bell.
Laughs aloud.
Turns head towards sound.
Vocalizes at self in a mirror.
Squeals, grunts and coos.

By 9 Months

GROSS MOTOR SKILLS

Can pull self into upright position.
Moves about on floor.
Can sit alone for a short period.
Can stand for short period holding rails of playpen.
Can stand if hands held by parent.

FINE MOTOR SKILLS

Can hold 2 cubes and attempt to secure a third.
Can place 2 cubes in container and shake it.
Hits and pushes two cubes together, or cube and cup.
Can pull pegs out of a pegboard.
Can reach, grab crudely.
Can transfer from one hand to the other.

SELF HELP SKILLS

Takes solid food well.
Holds bottle.
Feeds self a cracker.
Bites and chews on toys.

VERBAL, LINGUISTIC AND COGNITIVE SKILLS

Uses single syllables, 'ma-ma, da-da.'
Responds to name.
Responds to 'no, goodbye.'
Attempts to imitate sounds.

SOCIAL PLAY SKILLS

Can play and respond to peek-a-boo and pat-a-cake.

By 12 Months

GROSS MOTOR SKILLS

Walks about 5 steps when held.
Cruises holding rail of playpen.
Creeps.
Sits down.
Pivots in sitting position.

FINE MOTOR SKILLS

Crude attempt to imitate scribble.
Can grasp a third cube.
Combines cube in cup, removed cube from cup (may need demonstration.)
Fails at attempt to place cube on top of cube, but tries.
Can remove a round block from the formboard.
Pokes fingers in hole of pegboard.
Manipulates objects while sitting alone.
Can reach unilaterally and bilaterally.
Has a good grasp.

SELF HELP SKILLS

Can drink clumsily from cup when it is held.
Chews food.
Does not drool.

VERBAL, LINGUISTIC AND COGNITIVE SKILLS

Uses two words besides 'mamma and dada.'
Uses jargon and inflection.
Demands personal attention.

SOCIAL PLAY SKILLS

Attempts to throw ball.
Retains ball.
Plays reciprocal nursery games (where is baby, etc.)
Placing objects in and out of containers.
Plays with buttons attached to a garment.

By 18 Months

GROSS MOTOR SKILLS

Can climb to get an article.
Walks alone and discards creeping and use of carriage.
Climbs onto an adult sized chair.
Seats self on small sized chair.
Runs very stiffly.
Walks sideways and backwards but cannot turn easily.
Creeps up a flight of stairs or walks up holding hand or rail.

FINE MOTOR SKILLS

Primitive holding of crayon in fist.
Imitates scribble and marks with crayon, but bangs more than moves crayon.
Can build tower of 3 - 4 cubes.
Can put and take 6 - 10 cubes in and out of container; inserts and dumps pellets (in bottle.)
Can place round block in 3-hole formboard.
Can pull out and replace peg in pegboard.
Throws, poor aim, poor release.

SELF HELP SKILLS

Feeds self, some spilling with spoon and cup.
Discards bottle.
Hands empty dish to mother.
Bowel control and daytime regulation, indicates wet pants.
Cooperates in dressing.
Pulls off socks.

VERBAL, LINGUISTIC AND COGNITIVE SKILLS

Vocabulary of 10 words, including name.
Identifies and vocalizes needs or wants.
Names some toys and objects.
Shows shoes if asked, or other familiar object.
Helps turn pages, pats pictures, looks selectively at pictures in a book.
Follows 2 directions with a ball.

SOCIAL PLAY SKILLS

Throws toys.
Hugs doll, carries doll: dolls, teddy bears, pots and pans, balls, hammer toy.
Pulls toy while walking: pull toys.
Pushes chair while walking.
Climbs and moves furniture.
Builds towers, pounds together, carries etc. blocks.

SOCIAL PLAY SKILLS CON'T

Pushes chair while walking.
Climbs and moves furniture.
Builds towers, pounds together, carries, etc. blocks.
Plays with sand; fills, empties, and pours from container.

By 24 Months

GROSS MOTOR SKILLS

Walks and runs; no falling.
Squats in play.
Can go up and down stairs alone.
Can kick a ball.
Can pick up an object from the floor.

FINE MOTOR SKILLS

Imitates vertical, V-shaped and circular strokes with crayon.
Can put 12 cubes into container and hand them to you.
Can build tower of 6 - 7 cubes.
Can allign 2 cubes and push, as train.
Can place circular and square blocks in formboard or performance box.
Can place pegs in square-holed pegboard.
Can turn single pages of a book.
Can turn key in lock.
Handedness (left or right) now established.
Reaching is still immature and awkward.

SELF HELP SKILLS

Handles cup well.
Feeds self with a spoon, does not turn spoon up.
Verbalizes needs constantly.
Pulls on simple garments.
Dry at night-taken up.

VERBAL, LINGUISTIC AND COGNITIVE SKILLS

Identifies 4 objcets by name.
Echoes two or more words.
Uses 3 word sentences.
Uses pronouns and 'another.'
Verbalizes immediate experiences.
Uses simple commands (give me the spoon.)
Uses words to make wants and needs known.
Pulls person to show.
Names 3 pictures on picture cards.
Turns single pages of a book.
Repetition of words and syllables.
About one in four words understood by adult strangers.

SOCIAL PLAY SKILLS CON'T.

Feeds and toilets doll, takes for ride in carriage; domestic mimicy.
Plays with sand and/or water.
Pushes wagon or carriage.
Plays with small cars, crew-driver, egg-beater, beads, pebbles.
Some finger-painting, clay play.
Block play, towers, trains, filling wagon, used them manipulatively.
Parallel play with other children.

By 30 Months

GROSS MOTOR SKILLS

Walks, after demonstration, on tip-toe.
Jumps with both feet.
Attempts to stand on one foot, hops.

FINE MOTOR SKILLS

Holds crayon in fingers.
Attempt horizontal stroke, strokes twice for cross.
Build tower of 8 blocks.
Cannot successfully build a bridge, but differentiates bridge from tower of block.
Make a train of 3 blocks.
Can insert and present all 3 blocks in formboard when presented all together.
adapts errors persistent.
Places 1 in colour-form.
Pushes, good steering.

VERBAL, COGNITIVE AND LINGUISTIC SKILLS

Identifies 7 objects, names 5, gives use of some.
Gives full name.
Refers to self by pronoun.
Repetition in speech.
Concept of 'one' (give me one out of twelve.)
Repeats 2 digits (4-7, 6-3, etc.)

SELF HELP SKILLS

Eats with fork.
Gets drink unassisted.
Removes coat and dress unaided if unbuttoned.
Find armholes.

SOCIAL PLAY SKILLS

Domestic play with doll, teddy bear, housekeeping toys.
Plays with cars and wagons.
Pies and cakes with sand and mud; tea-parties common.
Soap and bubble play.
Block play, horizontal, vertical buildings; names structures, may use large blocks as coal and lumber.
Strings beads.
Helps put things away.

By 36 Months

GROSS MOTOR SKILLS

Can stand on one foot with momentary balance.
Walks on a line, hops.
Rides a tricycle using pedal.
Goes up stairs using alternate feet.
Jumps the bottom stair.
Rides, swings and climbs in playground.

FINE MOTOR SKILLS

Copies circle, imitates cross and names own drawing.
Can build tower 9 - 10 blocks.
Imitate bridge with blocks.
Turns door knob.

SELF HELP SKILLS

Feeds self well, no spilling.
Pours from pitcher, holds glass of milk in one hand.
Puts on shoes, unbuttons buttons.
Dries own hands.
Assumes some responsibility.

VERBAL, COGNITIVE AND LINGUISTIC SKILLS

Names and/or does 7 actions; identifies 8 picture cards, 8 objects.
Uses plurals.
Sentences, 6 - 7 syllables.
Answers some questions.
Knows some rhymes.
Identifies sex (are you a boy or a girl?)
Repeats 3 digits.
Knows 2 prepositions - obeys command re: ball on/under chair.
Names parts of imcomplete man.
Completes formboard, no errors.
Geometric forms-points to 4; colour-form, places 3.

SOCIAL PLAY SKILLS

Rides tricycle, pushes wagon, fire-engine or train.
Swings, plays on jungle gym.
Domestic play.
Play with imaginary playmates.
Play house, store, train with other children and simple equipment.
Combines sand and/or mud with other materials, makes roads, tunnels, cakes,
Enjoys construction of block structures more than play with finished product
May show sense of rhythm.
Strings beads with greater dexterity.

DEVELOPMENTAL GUIDELINES

Source Key

B: Bayley Scales of Infant Development
C: Cattell Infant Intelligence Test (Stanford-Binet 30 mos.+)
D: Denver Developmental Screening Test
F: Fokes, Joann, Department of Audiology and Speech Science, Purdue University
G: Gesell Developmental
H: Hurlock, Elizabeth, Child Development, McGraw-Hill Book Co., N.Y., 1956.
M: Merrill Palmer Scale
Sh: Sheridan Developmental Scale
Sl: Slosson Intelligence Test
V: Vineland Social Maturity Scale (including Verbal Language Developmental Scale--extension of Vineland)

Criteria for Reporting

1. Descriptions of the tasks have been distilled from the items contained in the various references. Although the verbal descriptions of the tasks could vary, the child's behavior needed to satisfy the tasks had to be the same before the items from the different scales were considered to be equivalent.

2. When an authority designated that a particular skill was present at a certain month within the age range, the month is noted in parentheses after the key for the authority. Note: Most authorities state a smaller range, such as 36-42 months, than the 36-48 month category used in the summary. The broader category used in the summary listings was required for ease in comparison and understanding.

3. Some of the skills listed are not testable items (e.g., Goes about neighborhood alone) but are typical of the age and can be used as educational goals.

4. When scale contains specific criteria for a listed task, such as amount of time, exact number of months, etc., the criteria are listed in parentheses.

5. Inches are reported as in.; minutes are reported as ".

6. The sequence of items with an age bracket could not also be determined because of discrepancies between scales.

DEVELOPMENTAL GUIDELINES

18-23 mos.

Gross Motor	Sources
Walks upstairs with helping hand	Sh
Creeps backwards downstairs. Occasionally bumps down a few steps on buttocks facing forward	Sh
Picks up toy from floor without falling	Sh
Pushed and pulls large toys, boxes, etc. around floor	Sh, G
Can carry large teddy bear or doll while walking	Sh
Climbs forward into adults chair then turns around and sits	Sh, G
Uses whole arm movements in painting	G
Backs into small chair or slides in sideways	Sh
Starts and stops walking safely	Sh
Walks well with feet only slightly apart	Sh, G, S1 (18 mos.)
Runs stiffly upright, eyes fixed on ground 1-2 yards ahead, but cannot continue round obstacles (Is able to run-S1).	Sh, S1 (18 mos.)
Throws ball overhand	D (19.8 mos.)
Kicks ball forward	D (20 mos.)
Walks with one foot on walking board	B (20.6 mos.)
Walks upstairs unassisted	V (21 mos.)
Walks downstairs when one hand is held	S1 (21.5 mos.)
Stands up, on request; turns to side first	B (21.9 mos.)
Stands on left foot alone	B (22.7 mos.), M(23.2 mos B (23.5 mos.)
Jumps in place	B (23.4 mos.) D(22.3 mos.
Pedals tricycle	D (23.9 mos.)
Walks on line, general direction	B (23.9 mos.)

18-23 mos.

Fine Motor	Sources
Picks up small beads, threads, etc. immediately on sight with delicate pincer grasp	Sh
Turns pages of book, 2 or 3 at a time	Sh
Fixes eye on small dangling toy at 10 feet	Sh
Points to distant interesting objects out of doors	Sh
Begins to show hand preference	Sh
Watches and retrieves rolling ball 2½ in at 10 feet	Sh
Turns knob (radio-G)	G
Shifts brush from one hand to another in painting	G
Makes very few painting strokes on a page, often as an arc	G
Carries blocks around room, dumps them in mass	G
Places 10 cubes in cup (E dem with 1, says name do	C (18 mos.)
Places circle in rotated farm board	C (18 mos.)
Makes spontaneous scribble when given pencil and paper, using preferred hand	Sh, V, C (18 mos.)
Places 6 round pegs in holes in 30" (in 38"-M)	C (18 mos.) B (20 mos.) M (21 mos.)
Imitates vertical lind (within 30°-D)	S1 (18.5 mos.) D (21.7mos
Places 2 round and 2 square blocks on farmboard	B (19.3 mos.)
Can throw small rubber ball	S1 (20 mos.) M (21 mos.)
Builds tower of 3 cubes, demo (in spontaneous play, with all sizes-G)	Sh, G, C (20 mos.) M (21 mos.)
Places square in three hole farmboard	C (20 mos.)
Places 6 square pegs in holes	C (20 mos.)
Closes oblong box	C (20 mos.)
Differentiates scribble from stroke	B(20.5 mos.)
Can build tower of 5 blocks	S1 (21 mos.)
Places 3 blocks correctly on farmboard (triangle, square, circle)	B (21.2 mos.)
Imitates crossing feet	M (21.6 mos.)
Places 13 of 16 cubes in box	M (21.6 mos.)
Places 3 shapes in 3 hold farmboard	C (22 mos.)
Places 6 blocks correctly on farmboard (circle, square, triangle)	B (22.4 mos.)
Builds tower of 6 cubes	B (23 mos.)
Can make circular scribble, demo.	S1 (23.5 mos.)
Names watch, 4th of series of pictures of incompleted watches	B (23.8 mos.)

18-23 mos.

Cognitive, Linguistic, and Verbal	Sources
Continues to jabber tunefully to himself at play	Sh
Uses 6-20 recognizable words and understands many more	Sh
Echoes prominent or last word addressed to him	Sh
Enjoys nursery rhymes and tries to join in	Sh, G
Attempts to sing (and hum-G)	Sh, G
Likes to have patterns repeated, same bib, same spoon	G
Remembers places he has been	G
Likes to have short rhymes sung to him	G
Enjoys tactile books such as "Pat the Bunny"	G
Is very aware of sounds such as bells, whistles, clocks	G
Responds rhythmically to music with whole body a activity	G
Is satisfied with one color in painting	G
Turns pages of book	G
Enjoys simple picture book, (after recognizing and putting finger on colored items on page)	Sh, G, V, C (18 mos.)
Idantifies pictures in book from name "See the Kitty?"	Sh, C (18 mos.) G(21 mos B (18.8 mos.) V (20 mos.
Demands desired objects by pointing, accompanied be loud, urgent vocalization or single words. ("uses words to make wants known"-C,B,G)	
Points to 1 body part of self or doll (nose-S1)	C (18 mos.) S1 (19 mos.)
Points to 3 body parts of self or doll (hair, shoe, nose-Sh)	Sh (18 mos.) B (19.1 mos S1 (22 mos.) C (20 mos.)
Discriminates edible substances	V (19 mos.)
Names 1 picture of 5 common objects (cat, bird, dog, horse, man)	B (19.3 mos.) D(20.3 mos
Locates two objects (hidden by examiner as child watches) - (2 of 3 trials)	B (19.7 mos.) C (20 mos.
Points to three pictures	B (19.7 mos.)
Follows 2 of 3 directions	D (19.8 mos.)
Mends broken doll marginally	B (19.9 mos.)
Attempts to follow directions (2 of 3) e.g. "Put the dolly in the chair."	C (20 mos.)
Attains toy with stick	C (20 mos.)
Has expressive vocabulary of at least 15 words (25-V)	V, S1 (20.5)
Joins 2 or more words in speech	B (20.6) S1 (21 mos.) C (22mmos.) G (21 mos.) V (23 mos.)
Attempts to follow 3 of 3 directions	M (21 mos.) C 22 mos.)
Answers 1 of 10 questions (e.g. "What is this?") (chair)	M (21 mos.)
Names 3 of 4 pictures of common objects	B (22.1 mos.)
Imitates block walking (makes block walk).	M (21.3 mos.)
Names 2 of 5 objects (ball, watch, pencil, scissors, cup)	B (21.4 mos.)

Cognitive, Linguistic, and Verbal	Sources
Points to 5 of 6 pictures of common objects (many-V) (2 of 6-clock, basket, book, flag, leaf, star-C)	B (21.6 mos.) V C (22 mos.)
Mends broken doll marginally	B (21.9 mos.)
Points to 5 body parts of self or doll	C (22 mos.)
Points to 2 of 6 objects (kitty, button, thimble cup, engine, spoon)	C (22 mos.)
Repeats 2 of 4 words (ball, kitty, bird, dinner)	M (22.4 mos.)
Discriminates 2: cup, plate, box	B (23.4 mos.)
Uses "me" "you" and refers to self by name	S1 (23.5 mos.)
Names watch, 4th of series of pictures of incompleted watches	

Self Help	Sources
Drinks without much spilling	Sh, G
Chews well	Sh, G
Hands cup back to adult	Sh, G
Takes off shoes, socks, hat (mittens-G)	Sh, G
Bowel control usually attained	Sh
No longer takes toys to mouth	Sh
Remembers where objects belong	Sh, G
Casts objects fo floor in play or anger less often	
Bladder control in transitional stage (are usually wet after naps)	G
Can unzip zipper	G
Indicates what he wants by pointing or looking or making the sound of demand ("eh-eh")	G
Picks up toys and puts them away	G
Holds spoon and gets food to mouth (may spill-S1)	Sh, G, V (18 mos.) S1 (20 mos.)
Goes about house or yard, causes little concern	V (19 mos.)
Helps in house, simple tasks	D (19.3 mos.)
Lifts and holds cup between both hands	Sh, G, S1 (20.5 mos.)
Undresses completely	G (21 mos.)
Unwraps candy	V (22 mos.)
Tries to put on shoes (not tied-D)	G, D (22.3 mos.)
Indicates toliet needs by restlessness and vocalization -(or fetch the pot-G)	Sh, G, S1 (22.5 mos.)
Asks for food when hungry	S1 (22.5 mos.)
Asks for drink when thirsty	S1 (22.5 mos.)

18-23 mos.

Social	Sources
Explores environment energetically	Sh, G
Briefly imitates simple actions e.g. reading book, kissing doll, brushing floor	Sh, G
Plays contentedly alone, buts likes to be near adult	Sh
Emotionally still very dependent upon familiar adult	Sh
Alternates between clinging and resistance	Sh
Strenuously resists inhibitions (has sit down temper tamtrums)	G
May have special attachment to certain toy Unable to sleep without it	G
Enjoys short walks	G
Shifts endlessly from one play activity to another	
Plays with other children	V (18 mos.)
Understands what belongs to different people	G (21 mos.)
Often does opposite of what is asked of him	G (21 mos.)

DEVELOPMENTAL GUIDELINES

24-29 mos.

Gross Motor	Sources
Runs safely on whole foot, stopping and starting with ease and avoiding obstacles	Sh, G
Squats to rest or to play with object on ground and rises to feet without using hands	Sh
Pulls wheeled toy by cord	Sh
Climbs on furniture to look out of window, and can get down again	Sh, G
Walks upstairs and down holding on to rail or wall two feet to a step	Sh, G
Throws small ball with falling	Sh
Walks into large ball when trying to kick it	Sh
Does not yet walk erect (knees and elbows are slightly bent,sshoulders hunched, holds arms out and backward)	G
Leans forward when he runs	G
Abdomen protrudes less than at 18 mos.	G
Bends at waist to pick up something from floor	G
Can kick a ball	G
Stands with both feet on walking board	B (24.5 mos.)
Jumps from bottom step	B (24.8 mos.)
Walks upstairs alone; both feet on each step	B (25.1 mos.)
Walks on tiptoe, few steps	B (25.7 mos.)
Walks downstairs alone: both feet on each step	B (25.8 mos.)
Attempts step on walking board	B (27.6 mos.)
Walks backward, 10 feet	B (27.8 mos.)
Jumps from second step	B (28.1 mos.)
Jumps distance of 4 to 14 inches	B (29.1 mos.)

24-29 mos.

Fine Motor	Sources
Picks up pins and thread et. neatly and quickly	Sh
Removes paper wrapping from small sweet	Sh
Makes spontaneous circular scribble and dots when given paper and pencil	Sh, H
Imitates circle	G
Turns page singly	Sh, H
Has well developed handedness	Sh
Immediately catches signt of, and names special miniature toys at 10 feet distance	Sh
Turns door handles	Sh, G
Can place 3 farms on farmboard (triangle, square circle)	H, G
Likes to take things apart and put them together a again	G
Uses eye muscles more adeptly than at 18 mos. (isn't as likely to run into things)	G
Can roll, pound, squeeze, pull clay	G, H
Enjoys rhythmical equipment (rocking boat, rocking chair, swing	G
"Scrubs" paper with little regard for color when painting. (Paints several colors over each other.	
Interested in painting process not product.	G
Uses more wrist action than at 18 mos	G
Often experiments with taste of clay	G
Fills pots and dished with sand, dumps, throws	G
Highly interested in water play	G
Builds towers of 6 cubes (for play-G)	G, Sh
Handedness usually well developed	G, Sh
Prefers action toys (trains, cars, telephone)	G
Places 12 cubes in box (12 of 12)	C (24 mos.)
Imitates horizontal line	S1 (24 mos.) B (24 mos.)
Imitates vertical line	Sh, S1 (24 mos.) B (24 mos.)
Imitates strokes: vertical	B (24.4 mos.) C (27 mos.
Places 3 blocks (square, triangle, circle) on rotated farmboard	B (25.4 mos.)
Imitates making train of cubes	B (26.1 mos.) C (27 mos.
Mends broken doll exactly	B (26.1 mos.)
Puts 6 blocks on farmboard in 150"	B (26.3 mos.)
Places 16 cubes in box in 125"	M (26.3 mos.)
Puts 6 round pegs in pegboard in 25"	M (26.5 mos.)
Placed 6 round pegs in holes on pegboard in 22"	B (26.6 mos.)
Names of 18 pictures of common objects	C (27 mos.)
Identifies 6 of 10 pictures of common objects	C (27 mos.)
Manipulates egg beater (1 of 3 trials)	C (27 mos.)
Puts 6 square pegs in holes in 41"	M (27 mos.)
Names 4 of 5 common objects: chair, auto, box key fork	C (27 mos.)

Page 2 (cont'd.)

24-29 mos.

Fine Motor	Sources
Imitates Folding Paper	B (27.9 mos.) C (24 mos.)
Understands 2 prepositions of following: on, in, under, behind, in front of	B (28.2 mos.)
Cuts with scissors	M (28.7 mos.) H

24-29 mos.

Cognitive, Linguistic and Verbal	Sources
Enjoys picture books, recognizing fine detail in favorite pictures	Sh, G
Recognizes familiar adults in photograph after once shown	Sh
Uses 50 or more recognizable words and understands many more (average voc. Of 272 words÷H)	Sh, V, H
Puts 2 or more words together to form simple sentences (3-S1)	Sh, S1
Refers to himself by name	Sh
Talks to himself continually as he plays	Sh
Echolalia almost constant, with me or more stressed words repeated	Sh
Constantly asking names of objects	Sh
Joins in nursery rhymes and songs	Sh, G
Shows correcely and sepeats words for hair, hands, feet, nose, eyes, mouth, shoe, inrequest	Sh
Likes to talk about pictures	G
Enjoys having stories simplified by interpreting them to him using his vocabulary people and experiences he knows, especially his own name	G
Interested in sound and repetition in books, rhymes	G
Sings phrases of songs; generally not on pitch	G
Prefers colored blocks	G
Makes rhythmical response as bending knees, swaying, singing	G
Uses I, me, you etc. in his speech	B
Asks for "another"	V
Identifies 4 of 6 of the following objects: cat, button, thimble, cup, spoon, engine	C (24 mos.)
Attempts to fold paper	C (24 mos.)
Recognizes incomplete watch (3rd of 5 pictures or before)	C (24 mos.)
Responds correctly to 2 of 3 commands to a. Give me the kitty b. Put the spoon in the cup C. Put the thimble on the block	C (24 mos.)
Names 3 of the following objects chair, automobile, box, key, fork (4 at 27 mos.-C)	C (24 mos.)
Names 3 of 18 pictures of common objects	C (24 mos.)
Names 3 objects of following: ball, watch, pencil, scissors, and cup	B (24.0 mos.)
Repeats 4 of 4 words, birdie, ball kitty, dinner	M (24.4 mos.)
Identifies self in mirror	M (24.4 mos.
Points to 7 pictures (of 10 pictures of common objects	B (24.7 mos.)
Can indicate correctly when asked to point to chair and leg of chair	S1 (25 mos.)

Page 2 (cont'd.)

24-29 mos.

Cognitive, Linguistic, and Verbal	Sources
Names 5 of 10 pictures	B (25 mos.)
Names watch, 2nd of series of incomplete pictures	B (25.2 mos.) C (24 mos.
Discriminates 3: cup, plate box (3rd-C)	B (25.6 mos.)
Follows command to give pencil, paper to examiner choice of pencil, paper, and book	S1 (26-27 mos.)
Names 3 of 18 pictures of common objects	C (27 mos.)
Identifies 6 of 10 pictures from name (by pointing)	C (27 mos.)
Names 4 of 5 common objects: chair, auto, box, key, fork	C (27 mos.)
Repeats 2 digits (1 of 3 sets of numbers)	C (27 mos.)
Draws object closer by string	M (27.6 mos.)
Nests 4 cubes in 250"	M (27.6 mos.)
Correctly responds to request to label book	S1 (28 mos.)
Uses plurals	V, D (28 mos.)
Answers 6 of 10 questions	M (28.5 mos.)
Answers correctly "What do you hear with?" (pointing or saying ears)	S1 (29 mos.)

24-29 mos.

Self Help	
Lifts and drinks from cup and replaces on table	Sh, G, H
Spoon-feeds without spilling	Sh, H
Asks for food and drink	Sh, H
Chews competently	Sh, G
Dry during day. Muscles of bladder coming under control	Sh, G
Dry through night if lifted	G
Follows mother around house and copies domestic activities in simultaneous play	Sh
Puts on shoes, hats	Sh
Takes off shoes, hat, mittens	G
Wakes wet but tolerates condition	G
Pulls down pants at toilet but seldom able to replace	
Unzips zippers	
Verbalizes toilet needs in reasonable time	Sh, V (24 mos.)
Initiates own play activities	V (24 mos.)
Removes coat or dress	V (25 mos.)
Eats with fork	V (28 mos.)
Gets drink unassisted	V (29 mos.)

24-29 mos.

Social	Sources
Engages in simple make-believe activities	Sh
Constantly demanding mother's attention	Sh
Follows mother around house and copies domestic activities in simultaneous play	Sh, G
Clings tightly in affection, fatigue, or fear	Sh
Has tantrums when frustrated but attention easily distracted	Sh
Defends own possessions with determination	Sh, G
Has strong feeling of ownership-G constantly refrains "It's mine."	
Has no idea of sharing (has difficulty-G)	Sh, G
Plays near other children but not with them	Sh
Resentful of attention shown to other children	Sh
Has pride in clothes-especially shoes, socks	G
May bring small token to school to hold but objects to anyone taking it	G
Enjoys naming possissions of others & telling to whom they belong	G
Has much interest in money, but almost no understanding of its use	G
Enjoys birthday party with just family Food is the party.	G
Enjoys repeating last phrases of prayers	G
Very active, restless, rebellious	G
Throws violent tanturms when thwarted or unable to express urgent needs and less easily distracted	G
Prefers solitary play	G
Plays interactive games, e.g. tag	D (24 mos.)

DEVELOPMENTAL GUIDELINES

30-35 mos.

Gross Motor	Sources
Walks upstairs alone, but downstairs holding rail, two feet to a step	Sh
Runs well straight forward	Sh
Climbs easy nursery apparatus	Sh
Pushes and pulls large toys skillfully, but has difficulty steering them round obstacles	Sh, G
Jumps with two feet together	Sh, G
Can stand on tiptoe if shown	Sh
Kicks large ball	Sh
Tries to stand on 1 foot	G
Balances on 1 foot 1 second	D (30 mos.)
Walks on tiptoe if shown	G, B (30 mos.+)
Makes broad jump (14-24 inches--B)	B (30+ mos.), D (34 mos.)
Stands up on request. Pulls self to sitting position first	B (30+ mos.)
Walks upstairs: alternating forward foot	B (30+ mos.)
Alternates steps part way on walking board	B (30+ mos.)
Keeps feet on line, 10 feet	B (30+ mos.)
Jumps over string 2 inches high	B (30+ mos.)
Makes broad jump, 24-34 inches	B (30+)
Hops on one foot, 2 or more hops	B (30+)
Walks downstairs: alternating forward foot	B (30+)
Jumps over string 8 inches high	B (30+)

Fine Motor	Sources
Enjoys marked rhythm of band music	G
Will usually run, swing to music, watching others	G
Experiments with vertical and horizontal lines, dots and circular movements	G
Paints good form at beginning but generally quick to deteriorate	G
May go out of bounds, painting on table, easel. floor, own hands, other children	G
May paint many pages with little variety	G
Enjoys finger painting for manipulation with little feeling for form	G
Continues vertical and horizontal building with blocks with beginning of symmetry	G
Makes pies and cakes with sand and mud, patting and smoothing them	G
Picks up pins, threads, etc. with each eye covered separately	Sh
Lines blocks to form "train"	Sh
Adds chimney to train	G
Imitates horizontal line	Sh
Paints strokes, dots and circular shapes on easel	Sh
Holds crayon by fingers	G
Draws 2 or more strokes for cross	G
Imitates V and H strokes	G
Places 1 of 3 color forms, all red	G
Places 3 blocks on formboard (triangle, square, circle) (on presenta.)	G
Adapts repeatedly when formboard is reversed	G
Can carry breakable objects	G
Likes to color with crayons	G
Imitates circle	Sh, C (30 mos.)
Identifies 3 of following 6 objects by use: cup, shoe, penny, knife, automobile, and iron	C (30 mos.)
Places 6 round and square blocks in formboard in 90 sec.	B (30.0)
Differentiates bridge from tower	C (30 mos.)
Places 3 forms in rotated formboard (circle, square, triangle)	C (30 mos.)
Folds paper	C (30 mos.)
Builds tower of 7 cubes (8-G, B)	Sh, G, B (30+)
Places 6 round and square blocks on formboard in 60 sec.	B (30+)
Copies circle	D (31 mos.)
Places 2 of 10 blocks in correct place on formboard (Sequin)	M (31.5 mos.)
Imitates bridge	D (32 mos.)
Places 16 cubes in box in 100"	M(32.3 mos.)
Places 6 square pegs in holes on pegboard 27"	M (32.6 mos.)
Makes 3-cube pyramid in 17"	M (33 mos.)
Places 6 round pegs in round holes in 20"	M (33 mos.)
Nests 4 cubes in 30"	M (33 mos.)
Closes fist and moves thumb	M (34.5 mos.)
Picks longer line, 3 of 3 trials	D (35 mos.)
Cuts with scissors	V (35 mos.)

Cognitive, Linguistic and Verbal	Sources
Recognizes minute details in picture books	Sh
Recognizes himself in photographs when once shown	Sh
Recognizes miniature toys and retrieves balls 2 1/8 at 10 feet with each eye separately	Sh
Uses 200 or more recognizable words but speech shows numerous infantilism	Sh
Knows full name (Gives full name--G)	Sh, G
Talks intelligibly to himself at play concerning events happening here and now	Sh, G
Echolalia persists	Sh
Continually asks questions beginning "Wyat?" "Where?"	Sh
Uses pronouns, I, me, you (just "I"--G)	Sh, G
Stuttering in eagerness common	Sh
Says a few nursery rhymes (Enjoys rhythm and repetition)	Sh
Enjoys simple familiar stories read from picture book (wants repetition day after day--G)	Sh, G
Accepts new story slowly	G
Repeats 2 digits (1 of 3 trials)	G
Gives use of test object	G
Repeats self in speech activity	G
Pretends to pick up objects from pictures, pats kitty in picture	G
Enjoys having adult improvise story about himself	G
Likes to participate in reading of story (naming animal or filling in phrases he knows)	G
Enjoys looking at books alone	G
May know all or parts of songs which he produces at home or spontaneously at school but is often inhibited in singing with others at school	G
Enjoys repetition of old familiar tunes	G
Has high interest in hearing musical instruments including phonograph	G
Enjoys simple group activity as ring around rosy	G
Labels own mud and clay products as pies, cake	G
Names block structure as bridge, bed track	G
Does some color matching with blocks	
Identifies 6 parts of body by pointing (Paper doll. "Show me dolly's hair....mouth...feet...ear...hands...eyes.")	C
Names 6 of 6 common objects: chair, automobile, box, key, fork, flag	C
Names 8 of 18 pictures of common objects (Most of Golden ABC pictures-V)	C, V
Obeys 2 of 3 simple commands a. Give me the dog. b. Put the button in the box. c. Put the scissors beside the block.	C
Expresses vocally a desire take turns	V
Identifies action in pictures	V
Names one color	V
Identifies 6 objects by use. Points to cup, shoe, penny, knife, automobile and iron, "What do you drink out of?"	C (30 mos.)

30-35 mos.

Cognitive, Linguistic and Verbal	Sources
Can indicate where fingers, shoes are	S1 (30 mos.)
Identifies pictures from name (7 of 10)	C (30 mos.), V
Understands concept of one	C (30 mos.)
Understands concept of one	B (30+)
Understands 3 prepositions (of 5)	B (30+)
Says 10 words in a group	M (30.5 mos.)
Matches blocks of 4 colors (red green yellow blue)	M (30.8 mos.)
Answers correctly to request for pointing to floor, window, door	S1 (31 mos.)
Gives first and last name	D (32 mos.)
Completes form board (Sequin) of 10 shapes in 222"	M (33 mos.)
Repeats 2 digits (1 of 3 trials)	C, S1 (33 mos.)
Can point to teeth and chin, on request	S1 (34 mos.)
Says 13 words in a group	M (34.0 mos.)
Names agent of 6 of 20 actions (What cuts? Knife)	M (34.4 mos.)
Comprehends cold, tired, and hungry	D (35 mos.)
Can answer correctly "Are you a boy or a girl?"	S1 (35 mos.)

30-35 mos.

Self Help	Sources
Eats skillfully with spoon	Sh
Pulls down pants at toilet, but seldom able to replace	Sh
Dry through night if lifted	Sh
Very active, restless, and rebellious	Sh
Helps put things away	G
Has to be helped during whole process of dressing Can sometimes put on socks	G
Feeds himself for at least first half of meal. Insists on being independent.	G
Buttons 1 button (1 button strip)	M (30.5 mos.)
Dries own hands	V (31 mos.)
Dresses with supervision	D (32 mos.)
Buttons 2 buttons in 170" (on 2-button strip)	M (33 mos.)
Avoids simple hazards	V (34 mos.)
Puts on coat or dress unassisted	V (34 mos.)

30-35 months

Social	Sources
Throws violent tantrums when thwarted or unable to express urgent needs and less easily distracted	Sh
Emotionally still very dependent upon adults	Sh
Prolonged domestic make-believe play (putting dolls to bed, washing clothes, driving cars), but with frequent reference to friendly adult	Sh
Has little notion of sharing	Sh
Watches other children at play interestly and occasionally joins in for a few minutes	Sh
Has to do a great deal of intermediating between his own contrary impulses, so goes to extremes in behavior. Demands independence and complete help (on things he can do) alternately	G
Insists on routines being followed. Likes to have things done in an accustomed way and likes to find things in usual place	G
Helps to put things away	G
Snatches and grabs toys	G
Brings favorite toy to school to show but does not want to share it	G
Clings to favorite possession when insecure	G
May cling to old clothes and dislike new ones	G
May go through elaborate rituals with own possessions at home	G
Has interest in acquiring possessions of others, but seldom plays with them	G
Enjoys going to park to see other children or to play with equipment	G
Enjoys short excursions to farms	G
Has more disputes with others than at any other age	G
Enjoys using identical equipment as child next to him (clay, paints, beads)	G

DEVELOPMENTAL GUIDELINES

Ages: 36-48 mos.

Gross Motor	Sources
Walks on a line	F
Turns wide corners on tricycle	Sh
Goes upstairs using alternate feet	Sh, F, G, H
Can hold shoulders erect	F, Sh
Can run	F
Can jump from bottom step (6"-8"-G)	F, Sh, G
Can swing	G
Can climb nursery appartus with agility	Sh
Uses shoulder and elbow in throwing	F
Guides course of the ball with fingers	F
Can sit with feet crossed at ankles	Sh
Can turn round obstacles and corners while running	Sh
Can turn round obstacles while pushing and pulling large toys	Sh, G
Kicks a large ball with facility	G
Squats to play on floor	G
Rides on a tricycle using pedal	Sh, G, H, D (23.9 mos.)
Can walk on tip toe	F, Sh, H, G (30 mos.)
Can broad jump	F, D (34 mos.)
Can stand on one foot with momentary balance (5 sec.--D, 2 sec.-42 mos.-G)	Sh, G, H, D (38 mos.)
Walks downstairs one step per tread	G, Sh, H, V (39 mos.)
Can walk heel-to-toe	F, D, (43 mos.)
Catches bounced ball	D (46 mos.)
Can hop on one foot	Sh (48 mos.) D (41 mos.)

36-48 mos.

Fine Motor	Sources
Picks up pins, threads, etc., with each eye separately covered	Sh
Builds tower of nine cubes	Sh, G
Can close fist and wiggle thumb in imitation, R & L	Sh
Copies V H T	Sh, G
Draws head of man and usually one other part	Sh
Paints pictures with large brush on easel	Sh, H
Drives nails and pegs	F
Imitates cross, demonstrative	G, Sh
Imitates demonstrated vertical and horizontal strokes, differentiating them clearly (demonstrative)	
Holds crayon with fingers, rather than fist	F, G
Strings 4 beads (2"--H)	C, H
Can touch thumb to 2 of 4 fingers on same hand	M, F
Prints a few capital letters, large, single letters anywhere on a page	H
Cuts with scissors	Sh, F, V (34 mos.)
Copies circle (cookie--Sl)	Sh, H, Sl, G, C, M (38.2 mos.) D (31 mos.
Can put 6 round pegs in round holes on pegboard	M (38.4 mos.)
Can put 6 square pegs in square holes on pegboard	M (40 mos.)
Builds bridge of three from model (Imitates bridge-36 mos.-G)	Sh (42 mos.), G (42 mos. D (32 mos.), C, H, M
Copies cross	M (46 mos.), D (41 mos.)
Copies square	F, D (56 mos.)

36-48 mos.

Verbal, Cognitive, and Linguistic	Sources
Matches 2 or 3 primary colors (usually red and yellow Correct, but may confuse blue and green)	Sh
Says at least 1 nursery rhyme (a "few"--G-Several-Sh)	V, G, Sh
Recites poem from memory or sings a song	V
Names all colors (Recognizes 3-D)	V, D
Can repeat 3 digits (1 or 3 treats)	S1, G, C
Speaks in approximately 6-word sentences	F
Can whisper	F
Can change voice to a faster rate	F
Can increase volume of voice	F
Has well-patterned inflection	F
Has perfected sounds: b, p, m, w, h,	F
Places (matches) three color forms (all red, different shapes) on shape board	G
Adapts immediately to board reversal	G, C
Tells sex in response to "Are you a boy or a girl?"	G, Sh
Uses nouns and verbs most frequently	F
Refers to himself by pronoun (uses pronouns-Sh)	G, Sh
Names own drawing	G
Tells action in pictures	G, M
Can name 10 pictures of 18 common objects	C
Can name 1 pictured animal (1 of 2)from memory	C
Can count 2 blocks	M
Can place 10 shapes in place (2 of 3 trials) (109"--37 mos., 72"--44 mos., 63"--48 mos.)	M
Can build tower of 5 blocks graduated in size (Montessori Little Pink Tower--33"--38.6 mos., 22"--44.5 mos.)	M
Put together 7-piece puzzle (317"--39 mos., 208"--46 mos.)	M
Has 900-word vocabulary	F
Uses most frequently, words,I, it, you, that, a, do, this, not, the	F
Speaks intelligibly but shows many infantile phonetic substitutions	Sh
Talks to himself in long monologue mostly concerned with the present, including make-believe activities	Sh
Asks many questions beginning "What?" Where?" Who?"	Sh
Listens eagerly to stories and demands favorites over and over again	Sh
Shows some appreciation of past and present	Sh

cont. 2 36-48 mos.

Verbal, Cognitive, and Linguistic	Sources
Uses plurals	F, D (28 mos.), G, Sh
Says full name	V, D (31 mos.), G, Sh
Verbalizes opposite analogies, 2 of 3	D (38 mos.)
Relates experiences, describes activities	V (38 mos.), F, Sh
Can repeat a six-word sentence	S1 (41 mos.)
Comprehends 3 prepositions (2 of 5--G), (on top of, under, inside--S1	S1, G (42 mos.) D(37 mo
Can point to smaller of two squares	S1, (42 mos,)
Can tell which of 2 pictured balls is bigger	C (42 mos.)
Can tell which of 2 sticks is longer	C (42 mos.), D (35 mos.
Can tell about pictures (name 3 objects, describe 1 object, interpret 1 element correctly or incorrectly)	C (42 mos.)
Can put 2-piece puzzle together (14"--35.5 mos.; 4"--47 mos.--M)	C (42 mos.), M
Can find pictures of animals that are alike (lotto) (Choose 1 from several animals--4 animals selected)	C (42 mos.)
Can sort 10 black and 10 white buttons correctly (2")	C (42 mos.)
Can give sensible answer to "Why do we have to take a bath?" "Why do we have stoves?" "What must we do when we are thirsty?"	G, C (42 mos.) S1(47 mo
Can point to tongue, neck, arm, knee, thumb	S1 (43-48 mos.)
Can tell how many circles when shown 2 circles	S1 (45 mos.)
Can match 3 of 16 silhouette pictures (Decroly Matching Game)	M (45 mos.)

Self Help .	Sources
Unbuttons accessible buttons	G
Feeds self with little spilling	G, H
Pours well from pitcher	G
Is usually dry all night	G, Sh
Can carry breakable objects	G
Undresses self	H
Spreads butter on bread with knife	H
Eats with fork and spoon	Sh
Can pull pants down and up, but needs help with buttons	Sh
Pulls on shoes (not always correct foot)	G, D (22,3 mos.)
Buttons coat or dress (2-50"--38.8 mos.; 2-34"--44.6 mos.; 4-76"--45 mos.--M)	V (40 mos.), F,D,M,G
Dresses without supervision	D (42 mos.)
Washes hands unaided (and face--G)	G (42 mos.) V (45 mos.) Sh, D (23 mos.)
Dries face, hands (needs supervision-Sh)	G (42 mos.) D (23 mos.)
Brushes teeth	H (42 mos.)
Cares for self at toilet	V (45 mos.), H

36-48 mos.

Social Play	Sources
Separates from mother easily	D
Understands taking turns	G
Carries a tray	H
Dawdles	H
Carries water without spilling while walking	F
Likes to help with adult activities in house and garden	Sh
Makes effort to keep surroundings tidy	Sh
Realizes play vividly including invented people and objects	Sh
Enjoys floor play with bricks, boxes, toy trains, and cars alone or with siblings	Sh
Joins in play with other children	Sh
Understands sharing play things, sweets, etc.	Sh
Shows affection for younger siblings	Sh
Plays cooperatively at kindergarten level	V (39 mos.)
Plays interactive games (tag, housekeeping, etc.) (replaces parallel play)	D, G (42 mos.)
Helps at little house hold tasks (dusts, dries dishes)	V (42 mos.), D (19 mos.) H
Performs for others	V (44 mos.)
Helps put things away	G, F (48 mos.)

DEVELOPMENTAL GUIDELINES

Age: 48-60 mos.

Gross Motor	Sources
Turns sharp corners, running, pushing, pulling	Sh
Walks alone up and down stairs, one foot per step	Sh, G
Climbs ladders and trees	Sh, G
Can run on tiptoe	Sh
Rides tricycle expertly	Sh
Arranges or picks up objects from floor by bending from waist with knees extended	Sh
Skips on 1 foot	F, G
Skips to music	F
Uses arms rather than hands to hold ball	F
Throws ball overhand (9½ in. ball--12 feet--H)	G, H
Jumps, run. or stand. broad jump (23"-33"--H)	G, H
Balances on walking board	G
Jumps from height of 12 inches	H
Kicks	F
Stands on one foot (3"-5"--Sh), (4"-8"--G)	Sh, D(38 mos.),(
Hops on one foot	F, Sh, G,(54 mo
Balances on 1 foot for 10"	D (54 mos.)
Walks backward, heel-toe	D (56 mos.)

48-60 mos.

Fine Motor	Sources
Picks up pins, thread, crumbs with each eye covered separately	Sh
Builds tower of 10 or more cubes	Sh
Builds 3 steps with 6 cubes after demonstration (pyramid--35"-51 mos.' 20"-57 mos.--M)	Sh, M
Imitates spreading of hand and bringing thumb into opposition with each finger, R & L	Sh
Builds bridge from model--3 cubes (7"-48.7 mos.--M)	G, M
Imitates gate from model (Makes gate from model--54 mos.)	G
Copies V, H, T, O	Sh
Draws man with 2 parts (3 parts--D, 6 parts--58 mos.-D)	Sh, G, D
Adds 3 parts to incomplete man	G, M
Draws with pencil or crayon	V
Draws very simple house	Sh
Holds paper with other hand in writing	F
Prints a few capitals, usually the initial capital of his first name	H
Prints simple words	F, V
Folds and creases paper 3 times (demonstration)	G
Puts 10 pellets in box in 25"	G
Copies cross	Sh, G, F, D (41 mos.)
Copies square	D (49 mos.)
Traces cross	G (54 mos.)
Draws 3 bubbles correctly	G (54 mos.)
Copies square	Sh, G, F, D (56 mos.)
Copies star	M (57 mos.)

48-60 mos.

Verbal, Cognitive, and Linguistic	Sources
Selects heavier weight invariably	G
Names 14 of 18 pictures of common objects	C
Names objects (pictured) removed, from memory (1 of 3 objects, 2 of 3 trials)	C
Can make opposite analogies, 2 of 5 (3 of 5--54 mos.,-C; 3 of 3-50-54 mos.-S1)	C, S1
Can identify and point to pictures described, 3 of 6 (4 of 6--54 mos.)	C
Matches and names 4 primary colors	Sh, H
"Reads" by way of pictures	V
Can tell how many circles when shown 3 circles (counts 3-G) (5-57 mos.-S1)	S1, G
Can speak in nearly complete sentences	H
Appreciates past, present, and future	Sh
Can repeat 1 of 2 sentences correctly (a) We are going to buy some candy for mother. (b) Jack likes to feed the little puppies in the barn. (1 of 3--12 to 13 syll.--G)	C
Can obey commands using 4 prepositions, ball and chair	G
Gives connected account of recent events and experiences	Sh
Gives home address and (usually) age	Sh
Eternally asking questions "Why?", "When?","How?" and meaning of words	Sh
Makes only a few infantile substitutions in speech	Sh
Can respond correctly to "A hat goes on your head. Shoes go on your _____." (feet, foot)	S1 (49 mos.)
Can put together 2-piece puzzle in 3"	M (50.1 mos.)
Can put together 3-piece puzzle in 46" (in 22"-55.7 mos.)	M (50.2 mos.)
Can put together 7-piece puzzle in 150" (in 93"-57 mos.)	M (50.6 mos.)
Can stack 5 blocks graduated in size in 14" (in 17"--53.6 mos.)	M (50.6 mos.)
Can answer and point correctly to question "Where is your head?"	S1 (51 mos.)
Can put together 4-piece puzzle	M (51.4 mos.)
Can match 4 of 16 silhouette pictures	M (51.4 mos.)
Can repeat together "I have fun playing with my friends."	S1 (53 mos.)
Can compare 3 pictures (Which one is prettier?)	C (54 mos.)
Can tell pictorial likenesses and differences (on 3 of 6 pictures)	C (54 mos.)
Can tell material objects are made of (2 of 3, chair, dress, shoe--C)	C (54 mos.) D--59 mos.
Can follow 3 commands in proper order	C (54 mos.)
Articulates, not in an infantile style	G (54 mos.)
Defines 4 words in terms of use	G (54 mos.)
Repeats 4 digits (1 of 3 trials--G)	G (54 mos.) S1 (56 mos.)
Counts 4 objects and ans. How many	G (54 mos.)
Listens to and tells long stories sometimes confusing fact and fantasy	Sh, G (54 mos.)

Developmental Tasks 48-60 mos.

Verbal, Cognitive, and Linguistic	Sources
Can answer sensibly "Why do we have houses, books, clocks, eyes, ears?"	C, S1 (55 mos.)
Can repeat correctly "I go to the store to buy bread, butter, and milk."(1 of 3 trials--G)	S1 (58 mos.),G
Can define 6 words	D (58 mos.)
Can respond correctly to "Milk is white, butter is _________." (Yellow or yellowish)	S1 (59 mos.)

48-60 mos.

Self Help	Sources
Can undress self except for back buttons, laces and ties (with supervision--G)	Sh, G
Brushes teeth	G, Sh
Laces shoes	G
Distinguishes front and back of clothes	G
Buttons 2 buttons (30"-49.5 mos.; 23"-54.7 mos.)	M
Buttons 4 buttons (51"-50 mos.; 42"-57.9 mos.)	M
Can cut with a knife	H
Eats skillfully with spoon and fork	Sh
Dries face and hands	G, Sh
Dry through night	Sh
Washes face unassisted (and hands--G)	V (54 mos.), G, Sh
Goes about neighborhood unattended	V (56 mos.)
Dresses self except tying (with supervision--G)	V, (58 mos.),G

48-60 mos.

Social Play	Sources
Cooperates with children	G
Goes on errands outside home (no cross streets)	G
Plays competitive exercise games	G
Builds buildings with blocks	G
Tends to go out of prescribed bounds	G
Inclined to verbal impertinence when wishes are crossed	Sh
Enjoys dressing up in adult's clothes	Sh
Needs other children to play with, and is alternately cooperative and aggressive with them as with adults	Sh
Understands taking turns	Sh
Shows concern for younger siblings and sympathy for playmates in distress	Sh
Shows off dramatically	G (54 mos), Sh
Bosses and criticizes	G (54 mos.)
Calls attention to own performance	G (54 mos.)

DEVELOPMENTAL GUIDELINES

60-72 mos.

Gross Motor	
Runs lightly on toes	Sh
Active and skillful in climbing	Sh
Skips on alternate feet	Sh, G
Dances to music	Sh
Can stand on one foot 8-10 seconds	Sh
Can hop 2-3 yards forward on each foot separately	Sh
Grips strongly with either hand	Sh
Can jump rope	H
Can balance on a narrow plank or on a chalk mark on floor (on 6 cm. bd.-no step off-G)	H, G
Can run with few falls, playing games at the same time	H
Has more motor control	G
Is able to sit longer	G
Learns to use overhead ladder	G
Can roller-skate ("skates"-V)	H, V (5.13)

60-72 mos.

Fine Motor	Sources
Picks up minute objects when each eye is covered separately	Sh
Builds three steps with six cubes from model (2 steps-G)	Sh, G
Draws a triangle (Copies-G)	H, G
Copies rectangle with diagonal 66 m.	G
Writes a few letters spontaneously	Sh
Draws recognizable man with head, trunk, legs arms and features	Sh, H, G
Draws simple house with door, windows, roof, and chimney	Sh
Counts fingers on one hand with index finger of other	Sh
Prints first name in large and irregular letters, getting larger toward the middle or end of the name (prints a few letters-G)	H, G
Frequently reverses letters, expecially S	H
Prints numbers 1-5, uneven and medium sized	H,
Can fold triangle from paper 6" square in imitation of model	H, C
Can trace around a diamond drawn on paper	H
Can draw a diagonal [illegible]	H
Cuts with scissors	H
Can tie a single know around a pencil with a shoelace after looking at a model	H
Can put 10 pellets into a box in 20"	G
Adds 7 parts to incomplete man (3 parts-C)	G, C
Draws 4 bubbles correctly	G
Catches a ball 5" in diameter	H
Learns to lace shoes	G
Buttons 2 buttons on 2 button strip in 19"	M (61.4 mos.)
Copies square	Sh, G, C, S1 (62 mos.)
Copies star (3 of 3 trials)	M (62.4 mos.)
Places 10 farms (of 10) correctly on farm-board in 39"	M (62.4 mos.)
Places 10 farms of 10 on board in 35"	M (69.0 mos.)

60-72 mos.

Cognitive, Linguistic and Verbal	Sources
Can form rectangle of 2 triangular cards (is shown completed rectangle)	C
Names four primary colors and matches 10 or 12 colors	Sh, G
Can tie single knot around pencil	C
Speaks fluently and correctly except for confusions of s/f/th	Sh
Loves stories and acts them out in detail later	Sh
Can judge weights (1 error in 5 trials)	G
Can define 2 of 3 of the following objects	C
Gives home address	Sh
Gives age and (usually) birthday	Sh
Defines concrete nouns by use	Sh
Asks meaning of abstract words	Sh
Knows names of following:coins: penny, nickel, dime	G
Knows agent (producer) of 15 of 20 actions (what skates?)	G
Can tell similarities or differences in 9 of 12 pictures	C
Gives descriptive comment of 1 element with enumeration (names 3 objects spontaneously).	G
Follows 3 or 3 commissions	G
Gives sensible answers to 2 of 2 questions	G
Asks meaning of words	G
Learns left from right	G
Can count 6 objects when asked "How many?" (10-G) 12 in 6.6")	S1 (60 mos.), G
Can tell agent (producer) of 16 of 20 actions in 86"	M (62.4 mos.)
Matched 12 pictured silhouetts (of 12) in 160"	M (63.0 mos.)
Stacked 5 blocks, graduated in size, in 10"	M (63.0 mos.)
Can tell which is bigger when asked "Which is bigger, a cat or mouse?"	S1 (64 mos.)
Placed 10 pieces on picture puzzle to complete puzzle	M (65.6 mos.)
Can tell what number follows 8	S1 (66 mos.)
Can tell the number of pieces on has if something is cut in half	S1 (68 mos.)
Matched 12 pictured silhouettes (of 12 in 133")	M (69.0 mos.)
Completed manikin puzzle test 5 parts with one reversal	M (69 mos.)
Can tell how a crayon and pencil are the same and how they are different	S1 (70 mos.)

60-72 mos.

Self Help	Sources
Uses knife and fork	Sh
Washes and dries face and hands without getting clothes wet	Sh, H
Needs help and supervision washing other than hands and feet	Sh
Undresses and dresses alone (except for tying bow knots on shoes-H)	Sh, H
Puts toys away neatly in box	H
Can brush and comb hair successfully	H
Needs no assistance in dressing and undressing	G
Crosses street safely	G
Uses bathroom by himself	G
Buttons 2 buttons (on 2 button strip in 19")	M (61.4 mos.)

60-72 mos.

Social	Sources
Behaves in a more sensible, controlled and independent manner	Sh
Continues domestic and dramatic play from day to day	Sh
Plans and builds constructively	Sh
Plays very complicated floor games	Sh
Chooses own friends	Sh
Cooperates with companions (more-G)	Sh, G
Understands need for rules and fair play	Sh
Appreciates meaning of clocktime in relation to daily programme	Sh
Tender and protective towards younger children and pets	Sh
Comforts playmates in distress	Sh
Enjoys dressing up in adult clothes	G
Explores neighborhood	G
Does simple errands	G
Likes to play house and baby	G
Gets along well in small groups	G
Conforms to adult ideas	G
Asks adult help as needed	G

Appendix D

The Budget

File: IMC Policy & Procedure Manual

STANDARD PROCEDURE

Number E-11
Date Issued 4-1-68
Rev. Date
Addendum No.
Add. Date
O.E.O. Ref.

SUBJECT: Summer Migrant Program - Form for IMC Budget Allotment

I. School Site: Hoopeston, Illinois
Name of School Hoopeston Child Development Center
Street Address John Greer School
City Hoopeston Zip Code 60942 County Vermilion
Summer Program Director Ida Stewart
Telephone No. (217) 283-6549 Home: (217) 359-0767
Street Address 1410 East Rosewood City Champaign, Illinois 61820

II. General Information:

A. Approximate number of students 62
B. Beginning date June 22 Ending date August 14
C. Classes will meet:

		Adults (Time)	Children
Monday	7:30-3:30	--	8 hrs.
Tuesday	7:30-3:30	--	8 hrs.
Wednesday	7:30-3:30	--	8 hrs.
Thursday	7:30-3:30	--	8 hrs.
Friday	7:30-3:30	--	8 hrs.
Saturday	----	--	---

III. Budget Allotment:

A. Teachers

Name	Monthly Salary	Employment Date	Salary Total
Ida Stewart	$750.00	6/15-8/14	$1687.50
Shirley Daniloff	500.00	6/15-8/14	1125.00
Deloris Jones	500.00	6/15-8/14	1125.00
Lynn Whitmore	500.00	6/15-8/14	1125.00
Carmen Enriquez	500.00	6/15-8/14	1125.00

Social Security $ 297.00

TOTAL $ 6484.50

B. Adult Program Supervisor

Name	Monthly Salary	Employment Date	Salary Total

Social Security $

TOTAL $

C. Part-time Instructors

Name	Monthly Salary	Employment Date	Salary Total

Social Security $

TOTAL $

D. Migrant Aides

Name	Monthly Salary	Employment Date	Salary Total
Soila Flores	$320.00	6/22-8/14	$640.00
Delfina Meza	320.00	6/15-8/14	720.00
Otilia Montez	320.00	6/15-8/14	720.00
Guadalupe Hooks	320.00	6/15-8/14	720.00
Graciela Ledesma	320.00	6/15-8/14	720.00
		Social Security	$ 168.96
		TOTAL	$ 3688.96

E. Cook

Marian Flynn	350.00	6/15-8/14	$787.50
		Social Security	$ 37.80
		TOTAL	$ 825.30

F. Cook Aides

	320.00	6/15-8/14	720.00
		Social Security	$ 34.56
		TOTAL	$ 754.56

G. Custodial & Janitorial Services + Bus Driver

Aurora Olvera	264.00	6/15-8/14	594.00
Melba Ayala	160.00	6/15-8/14	320.00
		Social Security	$ 43.87
		TOTAL	$ 957.87

H. Utilities

1. Cost of light $ Donated by Hoopeston Schools

2. Cost of heat $ ____________

I. Rental Equipment or purchase $310.00

J. Transportation

1. Staff Travel $80.00

2. Transportation of Children $72.00

$152.00

K. Other Costs (See attached)

Consumable supplies	$725.00
Other costs	1080.00
	$1805.00

Itemization of all costs

TOTALS

A.	6484.50
B.	-------
C.	-------
D.	3688.96
E.	825.30
F.	754.56
G.	957.87
H.	------
I.	310.00
J.	152.00
K.	1, 805.00

Total: $14,978.19 *

Estimated Per Capita Cost $ 241.58

$6.03 per child per day

SIGNATURE (signed: Thomas Wonderlew)

Chairman
~~Local Migrant Council~~
Center Advisory Committee

(signed: Ida Stewart)
Center Director

Mary Elizabeth [illegible]
Demonstration Project Coordinator

* The amount listed here is smaller than the following estimated budget due to the fact that it was submitted following orientation week when ~~[illegible] aides [illegible]~~ one aide was not on staff.

Proposed Budget
IMC-VCCAC Child Development Center
Hoopeston, Illinois
(8 weeks of operation, 1 week orientation)

Personnel

Number of Persons	Position or Title	Salary Per Month	% of Time	Months to be Employed	Cost
1	Director	$750.00	100%	2¼	$1687.50
3	Teachers	500.00	100%	2¼	3375.00
1	Nurse (RN)	500.00	100%	2¼	1125.00
1	Cook	350.00	100%	2¼	787.50
6	Aides	320.00	100%	2¼	4320.00
1	Janitor-laundress	264.00	100%	2¼	594.00
1	Bus Driver	320.00	50%	2	320.00
					$12209.00
	4.8% Social Security				586.00
					$12795.00

Consultant or Contract Services

Psychological and consultant services furnished by U of I

Travel

Item	Basis for Cost Estimate	Cost
Director and staff	(for training, field trips, clinics, to obtain supplies, Camp visits) 800 miles @ 10¢ per mile	$80.00
Transporting Children and Staff	30 miles per day--40 days 1200 miles @ 6¢ per mile	72.00
		$152.00

Space Costs

Item	Basis for Cost Estimate	Cost
	Donated by Hoopeston Schools	

Consumable Supplies

Item	Basis for Cost Estimate	Cost
Office supplies and postage	$12.50 per month	$25.00
Custodial (Laundry and paper goods)	80.00 per month	160.00
First aid and infant care toiletries	10.00 per month	20.00
Kitchen supplies (nonfood items)	45.00 per month	90.00
Linens (bedding, towels, etc.)	62 children @ $5.00 per child	310.00

(Furnishings (under $50.00), play materials, and teaching supplies to be furnished through U of I contract, VCCAC, and on-hand supplies of IMC.)

Item	Basis for Cost Estimate	Cost
Nursery Furnishings	12 infants @ $10.00 per child	120.00
		$725.00

Equipment

Item	Basis of Cost Estimate	Cost
Office Machines) Office Equipment)	Borrowed from school	
Play Equipment) Kitchen Equipment)	Borrowed from U of I, schools in Champaign and Hoopeston and furnished by VCCAC and IMC	
Nursery Equipment	6 cribs @ $43.00	270.00
Equipment Maintenance	$20.00 per month	40.00
	Equipment Total:	$310.00

Other

Item	Basis of Cost Estimate	Cost
Food	40 children and 18 adults @ 65¢ per day for 20 days (revolving fund first month)	$754.00*
Insurance for 62 children	(liability, accident, etc.)	?**
Insurance	(GSA vehicle--VCCAC to pay)	0
Telephone	$20.00 per month	40.00
Medical-dental	$18.00 per child--62 children	1000.00
Field trip	$ .80 per child--50 children	40.00
Printing and Duplicating costs	(assumed by U of I and VCCAC)	$1080.00

*Food costs not included in total.

**Cost of insurance on children not available here.

Grand Total:	$15062.00
$242.93 per child	
$6.07 per child per day	

Appendix E

Documents Relating to Staff

Pages

I. Job Descriptions

Center Director....................E1-2
Nurse....................E3
Teacher....................E4
Cook....................E5
Child Care Aide....................E6
Cook Aide....................E7
Janitor-laundress....................E8
Community Worker-Bus Driver....................E9

II. Recruiting

Notice of Job Openings....................E10
Application for Employment (Professional)....................E11-12

III. Training

Program of May 1970 Workshop....................E13-15
Workshop Schedule....................E16

February 19, 1970

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Director, Child Development Center

SALARY RANGE: $600-900
depending on qualification
and prevailing salaries in
area for comparable positi

QUALIFICATIONS:

EDUCATION: Minimum: Completion of two years of college-level work in Early Childhood Education.

B.S. or better in Home Economics or B.A. or better in Education with major in child development or early childhood education preferred.

EXPERIENCE: Training and experience in early childhood education. Managerial or administrative experience preferred.

OTHER: Ability to communicate with and maintain good relationships with migrant and seasonal agricultural worker disadvantaged adults and children.

Ability to conduct staff training utilizing available resources required.

Ability to speak Spanish required.

Applications submitted to advisory committee or the migrant council for the community for review and recommendation. Approval by IMC personnel officer.

JOB FUNCTION: To manage, direct, and supervise all facets of operation of the center.

JOB RELATIONSHIP: Reports to advisory committee for the center and to Illinois Migrant Council executive director. Supervises personnel of center.

JOB DUTIES:
1. To establish policies and procedures in the center in compliance with IMC policies and procedures.
2. To hire, train, and supervise aides from the population served to work in the center.
3. To supervise the educational program for the children in the center.

ILLINOIS MIGRANT COUNCIL
Job Description

4. To establish procedures and insure maintenance of the center and its activities in compliance with the regulations of the Department of Child and Family Services and the Federal Interagency Day Care Requirements (HEW).
5. To oversee the planning of menus, the buying of food, and the preparing and serving of meals.
6. To establish procedures for and insure the keeping of up-to-date records on children and employees in the center and to prepare progress reports.
7. To establish procedures for and supervise the ordering, purchasing, and accounting of supplies and equipment of the center, and to insure that facilities are kept in good repair.
8. To make home visits, establish programs of parent involvement, and keep in communication with the parents of children in the center.
9. To work in cooperation with the community migrant council for welfare of preschool children in particular and all in general
10. To submit requested reports to the IMC office and to the Department of Child and Family Services.
11. To supervise the several areas of the center and be aware of needs for further training and to make arrangements for such training.
12. To meet regularly with the staff of the center in order to promote better teamwork for the work of the center.

E3

April 28, 1970

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Nurse, Child Development Center

SALARY RANGE: $500-650 depending on qualifications and prevailing salaries in area for comparable position

QUALIFICATIONS:

EDUCATION: Illinois registered nurse or LPN

EXPERIENCE: At least 2 years experience
Background in communicable disease

OTHER: Ability to work with infants and children
Understanding of community agencies and resources
Ability to speak Spanish required

JOB FUNCTION: Supervise the health services of the Child Development Center

JOB RELATIONSHIPS: Responsible to the Center Director

JOB DUTIES:

1. Daily health screening (observation for communicable disease, head lice, etc.--any deviations from normal)
2. Assume responsibility for obtaining health examinations including dental exams
3. Assume responsibility for follow up if any defects are found either during pre-entrance physical and dental exam or through daily health check
4. Home visits when deemed necessary for follow up of above
5. Vision and hearing screening--responsible to see this is carried out
6. Participate in staff conferences with other personnel
7. Teach staff the importance of good health practices
8. Work with infants in broad area of stimulation techniques
9. Prepare required reports, e.g., end-of-season health reports

E4

February 19, 1970

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Teacher, Child Development Center

SALARY RANGE: $400-600 mo. depending on qualifications and prevailing salaries in area for comparable positio

QUALIFICATIONS:

EDUCATION: Minimum: Completion of two years at college level in Early Childhood Education. Must include equivalent of 12 semester hours from following areas:

1. Psychology (6 hours): Educational psychology and child growth and development.
2. Early Childhood Education (6 hours): creative activities, early childhood education, play education, language arts, science, social education, etc

OR

Valid Illinois certification as elementary teacher with experience in nursery or kindergarten.

EXPERIENCE: Experience in working with adults desirable. Experience as teacher in early childhood education program: nursery school, Head Start, or kindergarten preferred.

OTHER: Ability to communicate with and maintain good relationship with minority disadvantaged children and adults required.

Ability to understand Spanish preferred.

Applications are made to director, who with the advice and consent of the community migrant council or advisory committee makes recommendation for hiring. Final approval by the IMC personnel officer.

JOB FUNCTION: Will prepare educational program and teach one group of children in the center.

JOB RELATIONSHIPS: Reports to director of the center and is responsible for supervision of aides assigned to her.

JOB DUTIES:

1. Plan and put into effect program for children assigned to her.
2. Keep accurate and up-to-date records on all children assigned to her.
3. Within her area schedule duties of aides assigned to her.
4. Insure the maintenance of proper sanitary conditions within he area.
5. Meet regularly with director for purpose of reviewing plans, program, and work of her area.
6. Assist aides in the performance of their duties, as well as see that they properly carry out the same.
7. Supervise and train aides in her area through providing a mode of teaching and child care skills and frequent area conference

E5

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Child Development Center Cook **SALARY RANGE:** $320-380 month

QUALIFICATIONS:

EDUCATION: Minimum educational level: 8th grade

EXPERIENCE: Some experience in preparing food and service for at least 25-50 individuals

Some experience or judgment in obtaining food and supplies

Some experience in working with others

OTHER:

1. High standards of personal cleanliness
2. Emotional stability--sober, avoids use of profanity, optimistic, good sense of humor
3. Ability to relate to children
4. Trainability--willing and able to learn
5. Good health--health card and physical as required by state regulations
6. Respect for other people's beliefs and values
7. Between ages of 24 and 60 preferred
8. Able to keep within a budget

KNOWLEDGE AND SKILLS:

Knowledge of basic principles of quantity food preparation
Ability to adjust recipes and follow directions
Ability to plan work

Establishes safety and sanitation policies and enforces them

JOB FUNCTION: To manage kitchen and food service for children and staff of center

JOB RELATIONSHIPS: Is responsible to center director and direction of cook-aide

JOB DUTIES:

1. To manage kitchen
2. To plan menus
3. To order food and cleaning supplies in cooperation with the center director
4. To store food and supplies
5. To maintain a sanitary and safe kitchen
6. To be responsible for the preparation and serving of food.
7. To clean or oversee the cleaning of food area facilities
8. To train and direct cook's aide in food preparation and service

April 9, 1970

E6

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Child Care Aide, Child Development Center (See Licensing Regulations: "Student Helper" requirements)

SALARY RANGE: $294-350/month

QUALIFICATIONS:

EDUCATION: Minimum: 3rd grade reading ability
Ability to speak and understand English preferred

EXPERIENCE: Previous experience with child day care center suggested or other child care experience

OTHER: Selected from migrant or seasonal farm worker families on basis of financial need after consideration of the followin

1. Emotional stability: sober, avoids use of profanity, optimistic, good sense of humor
2. Ability to relate to children
3. Trainability: willing and able to learn
4. Good health: health card and physical as required by state regulations
5. Respect for other people's beliefs and values
6. Between ages of 18 and 60 preferred
   Recommended by Community Screening Committee

JOB FUNCTION: Assist in care and training of preschool children

JOB RELATIONSHIPS: Responsible to teacher or nurse in charge of area to which she is assigned

JOB DUTIES:

1. To be alert to the needs of children and to fulfill those needs
2. To assist in guidance of free play
3. To help children in performance of such routines as toileting, handwashing, toothbrushing, eating at table and taking naps
4. To assist in care of infants (if assigned): bathing, changing diapers, feeding, etc.
5. To see that all toys, teaching equipment, etc., in the center are properly cared for and to assist in teaching the children to return toys to their proper storage are
6. To assist in the preparation of materials used in the teaching programs
7. Under the instruction and guidance of the teacher to assist in teaching tasks, such as creative activities, language activities, games, dances, etc.
8. Not to be in full control of a group of children unless supervised
9. Ride with children and supervise them on bus when they come in the morning and return in the evening

April 9, 1970

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Cook Aide, Child Development Center (See Licensing Regulations requirements for "Student Helper")

SALARY RANGE: $294-350 month

QUALIFICATIONS:

EDUCATION: Minimum educational level: 5th grade
Ability to speak and understand English preferred

EXPERIENCE: Previous experience in cooking for large numbers suggested

OTHER: Selected from migrant or seasonal farm worker families on basis of financial need after consideration of the following:

1. Emotional stability: sober, avoids use of profanity, optimistic, good sense of humor
2. Ability to relate to children
3. Trainability: willing and able to learn
4. Good health: health card and physical as required by state regulations
5. Respect for other people's beliefs and values
6. Between ages of 18 and 60 preferred
   Recommended by Community Screening Committee

JOB FUNCTION: To assist cook in food preparation and serving for center

JOB RELATIONSHIPS: Responsible to cook

JOB DUTIES:

1. Assists in preparing meals for children and center personnel (includes breakfast, lunch and one or two snacks a day)
2. Assists in serving meals
3. Washes dishes
4. Cleans kitchen
5. Assists in inventory of supplies and in ordering of supplies
6. Observes and reports to cook on acceptance of foods by children
7. Takes an interest and participates in the learning activities connected with foods

April 9, 1970

E8

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Janitor-laundress, Child Development Center

SALARY RANGE: $294-350/month

QUALIFICATIONS:

SPECIAL CONSIDERATION: If applicant has her own laundry equipment, expenses for detergent and other washing aids, a proportion of water and utility bills and repairs for machine breakdowns incurred through heavy usage will be paid by the center.

EDUCATION:
Minimum educational level: 5th grade
Proof of ability in methods of cleaning and sanitation and in laundry procedures

EXPERIENCE: Previous employment in domestic work preferred

OTHER:
Physically able to perform cleaning and laundry duties
Selected from migrant or seasonal farm worker families on basis of financial need and/or recommended by community screening committee
Health card and physical examination as required by state regulations
Residence near the center desirable

JOB FUNCTION:
To clean and keep in order the rooms occupied by the center
To launder bedding and clothing of children as needed

JOB RELATIONSHIPS: Responsible to the director

JOB DUTIES:

1. Clean classrooms once each day and see that they are in order before class each day
2. To maintain bathrooms in a clean and sanitary condition
3. Under direction of center director to open center, lock it at night and ensure that all is in order
4. Assist in obtaining, carrying, and storing supplies and keeping dispensers filled
5. To pick up dirty laundry from each area daily and to return clean neatly folded clothes to each area
6. To launder all bedding at least once a week and more often as needed
7. To launder diapers, children's clothing and infant bedding daily as needed

April 9, 1970

E9

ILLINOIS MIGRANT COUNCIL

Job Description

JOB TITLE: Community Worker-Bus Driver Child Development Center

SALARY RANGE: $294-350 mo.

JOB REQUIREMENTS: Resident of the community in which the center is located and a member of a farm laborer's family

Must have current Illinois Driver's License and Chauffeur's License

Must be emotionally stable--sober, avoiding use of profanity optimistic, good sense of humor

Must have the respect of the families in the community and be able to relate well to adults and to children

Must have good health--county health card and physical as required by state regulations

Must have respect for other people's beliefs and values

EDUCATION OR TRAINING REQUIREMENTS: Educational minimum: 5th grade level

Training: 30 hours of training which should include orientation to the community program given by resident trainer, community counselor, or other

Red Cross training or comparable in first aid, home nursing and infant care

EXPERIENCE: Experience with driving bus preferred

OTHER: Fluency in speaking English and Spanish required

Knowledge of camps and families required

JOB FUNCTION: To serve as a liaison between the families in the community and the center

JOB RELATIONSHIPS: Responsible to the Director of the center

JOB DUTIES: Under the direction of the Director

1. To assist the Director in making home visits
2. To follow up when a child is taken home ill; to provide transportation to a doctor or hospital if necessary
3. To work with the parents' committee and the Director in planning and presenting programs for families in the community
4. To work with families whose children cannot be admitted to the center in finding other sources of adequate care
5. To assist families in obtaining the kind of help they need either through IMC or other social service agencies
6. To drive vehicle which brings children to center and returns them at end of day

E10

Notice of Summer Job Openings

Positions:	Director of Child Development Center* 3--Nursery School Teachers 1--Nurse-aide or Licensed Practical Nurse 1--Cook
Institution:	Migrant Child Development Center
Location:	Rossville, Illinois
Date of opening:	June 22, 1970
Duration:	8 weeks minimum or until October (closing date not yet determined)
Apply to:	Mrs. Mary E. York, Coordinator Illinois Migrant Council Pilot Demonstration Child Development Center University of Illinois 403 East Healey Champaign, Illinois 61820

Description

Under the supervision of the University of Illinois, Department of Education, a pilot demonstration child development or child day care center will be operated for children of migrant and seasonal agricultural workers in the Hoopeston-Rossville area June 22-August 14, 1970, or later. The program is sponsored by the Illinois Migrant Council with the Vermilion County Citizens' Action Committee as a cooperating agency.

Approximately 40 children between the ages of 0 and 5 will be cared for and provided with an educational program.

*Director is being sought immediately in order that he or she may participate in planning for the center. Deadline for applications is April 3, 1970.

E11

APPLICATION FOR EMPLOYMENT (PROFESSIONAL)

Illinois Migrant Council

Child Development Center

Please complete application and return to:
Executive Director*
Illinois Migrant Council
1307 South Wabash
Chicago, Illinois 60605

Position applied for:

______________ Title

______________ Location of center

Personal Data:

______Mr.

______Mrs.

______Miss ______ Last Name ______ First ______ Middle ______ Maiden ______ Spouse's First Name

Marital status: Married ☐ Single ☐ Divorced ☐ Separated ☐ Widowed ☐

Children and their ages: ______________

Address:

Residence: ______ Street ______ City ______ State ______ Zip

Mail: ______ Street ______ City ______ State ______ Zip ______ Phone

Date of Birth: ______ / Birthplace: ______ / Age: ______ / Ht. ______ / Wt. ______

Date of Last Physical Examination: ______ Date of TB Skin Test or X-Ray: ______

Can you submit record of results? Physical: ______ TB Test: ______

Educational Data: Name and Address of School or Institution	Diploma or Degree	Dates	Credits Earned
High School		From: To:	
College or University		From: To:	
		From: To:	
Graduate Work		From: To:	

Undergraduate Major: ______________ Graduate Major: ______________

*OR as instructed

List courses taken in the following areas: Psychology, Developmental Psychology, Early Childhood Education, Nutrition and Food Preparation, Child Care Center Administration, Public Health, Pediatric Nursing, Business Administration:

Course Title	Credits Earned	Course Title	Credits Earned

Spanish language ability: Read ________ (Indicate level of ability: Fluent, moderate, minimal)

Write ________

Speak ________

Understand ________

Experience (List latest position first):

Employer (Name and Address)	Position	Salary	Dates	Duties

References (Please list three persons who have knowledge of your adaptability, ability to work with others, your professional ability, appearance, and character):

Name	Present Address	Official Position

Give brief statement telling why you are applying for this position:

____

____

____

Additional Comments: ______________________________

____

Signature: ______________________________ Date: ____________

"Who am I?" asked the child. And the silent blue sky answered: "Nobody." "Where am I?" the child inquired. And the worn tires sang against the receding pavement: "Nowhere."

****

"Who am I?" asked the child. And there was something in the laughter of the children and the smile of the teacher that seemed to say: "Why you must be somebody! Somebody is your name!"

****

"Who am I?" asked the child. And he answered himself: "I am one of the children of the road. But I am somebody.and sometimes people smile."

from CHILDREN OF THE ROAD

published by the Arizona State
Department of Public Instruction

Workshop
for
Child Day Care Center
Workers

Sponsored By
Illinois Migrant Council

May 7, 8, 9, 1970

Colonel Wolfe Preschool
403 East Healey
Champaign, Illinois

Presented by
Leadership Training Program
University of Illinois
Merle B. Karnes, Ed.D., Director

THURSDAY - MAY 7, 1970

7:30 p.m. Registration

First floor hall,
Colonel Wolfe Preschool

Hosts: Mr. William McGinnis
Mr. Frank Myles

8:00 p.m. General Session
Room 218, Colonel Wolfe School

Welcome ....Mrs. Mary Elizabeth York
Coordinator
Pilot Demonstration Center

"What we do in the Karnes Program for Infants and Young Children" (a slide presentation)..Robin Povenmire
Graduate Assistant

Small Group Discussions....Discussion Leaders:
Mr. William McGinnis
Mr. Frank Myles
Mr. Edward Katz
Mrs. Zemula Woods

General Session............Mrs. Mary Elizabeth York

Dismissal

Please keep your name tags and wear them to all conference sessions. The name tags identify your group.

Unless otherwise shown, all workshop leaders are fellows in the Leadership Training Program.

FRIDAY - MAY 8, 1970
Morning

8:00 a.m. Meet at
Gregory School
202 West Columbia
Champaign

Visit a classroom
Pre-Primary
Demonstration Unit
A University Project
under the direction of
Dr. Bernard Spodek

"Play as a Child's Way of Learning"
A slide presentation

Mrs. Judith Good
Graduate Student and Teacher

* *

9:30 a.m. Leave cars at Colonel Wolfe School
Board bus for remaining tours.
(Parking is a problem at the Child Development Laboratory)

9:45 a.m. Arrive at Child Development Laboratory

Divide into two groups
Group 1 visit Child Development Laboratory
Group 2 visit Instructional Materials Laboratory
(a short walk from the Child Development Lab)

10:45 a.m. Group 1 visit Instructional Materials Laboratory
Group 2 visit Child Development Laboratory

11:45 a.m. Board bus at Child Development Laboratory for return to Colonel Wolfe School and your cars.

12:00 noon Dismiss for lunch

Your Guide at the Child Development Lab:
Mr. Kon Domagala
Special Education Administrator
Department of Public Health
Adler Zone Center

Your hostess at Instructional Materials Center:
Mrs. Iva Dene Nance, Assistant Director

FRIDAY, MAY 8, 1970

Afternoon

Demonstrations and discussions

Room 124--Teaching Science and Math
to preschool children
Mrs. Pat Needle
Mr. Bob Lemons

Room 140--Teaching Language and Social Studies
to preschool children
Mrs. Darlean Williams
Miss Diane Samardzich

Room 20--Working with Infants and Parents
Miss Helen Nemetz
Mrs. Donna Powell

1:30 p.m. Red Group to Room 124
Blue Group to Room 140
Yellow Group to Room 20

2:30 p.m. Red Group to Room 20
Blue Group to Room 124
Yellow Group to Room 20

3:30 p.m. Red Group to Room 140
Blue Group to Room 20
Yellow Group to Room 124

Coffee will be available in the second-floor lobby; you are invited to serve yourself between sessions.

SATURDAY - MAY 9, 1970

Morning

Creative Arts Workshop
Music: Room 124......Mr. Herman Green
Art: Room 218......Mrs. Shela Boynton
Dance: Room 140......Mrs. Charmaine Young

9:00 a.m. Red Group to Room 124
Blue Group to Room 218
Yellow Group to Room 140

10:00 a.m. Red...............218
Blue..............124
Yellow............140

11:00 a.m. Red...............140
Blue..............218
Yellow............124

12:00 noon Dismiss for lunch

1:30 p.m. The Role of the Department of Children and Family Services: Room 218
Mr. Thomas L. Tucker, Regional Director
Mrs. June Foster, Supervisor
Day Care Licensing

2:00 p.m. Coffee Break Second Floor Hall

2:15 p.m. Involving Migrant Parents in Child Day Care Progr
Mr. Ernest Gullerud,
Jane Addams School of Social Work

Educational Resources Information Center Display (ERIC)
in lower hall all day
Miss Janet Algaier, ERIC Representative

E16

Workshop Schedule
Pilot Demonstration Child Development Center

Monday, June 15

7:30 a.m.-12 noon	Orientation Program Background Program Philosophy Organization
10:00 a.m.-10:15 a.m.	Break
12:00 noon- 1:00 p.m.	Lunch
1:00 p.m.- 3:30 p.m.	Materials Distribution Work in individual rooms

Tuesday, June 16

7:30 a.m.-12 noon	Teacher and Aide working as teams Health Supervision Records
9:15 a.m.- 9:30 a.m.	Break
12:00 noon- 1:00 p.m.	Lunch
1:00 p.m.- 3:30 p.m.	Team schedule planning Work in individual rooms

Wednesday, June 17

7:30 a.m.-12:00 noon	Curriculum Planning
10:00 a.m.-10:15 a.m.	Break
12:00 noon- 1:00 p.m.	Lunch
1:00 p.m.- 1:30 p.m.	Staff workshop evaluation Work in individual rooms Testing Program

Thursday, June 18

Open

Friday, June 19

Open

Appendix F

Pages

I. Menus prepared by Ann Baughman, Department of Home Economics, University of Illinois..............................F1-2

II. Requirements of Special Food Service Program for Children.....F3-4

III. Typical meals of Mexican-American migrant families............F5

Eating Habits of Migrant Workers..............................F6

WEEK I

BREAKFAST Orange juice Cream of Wheat Toast Milk	Orange juice Fried egg Toast Milk	Tomato juice Pancakes Milk	Orange juice Oatmeal Tortillas or Toast Milk	Stewed prunes Scrambled eggs w/ bacon bits Tortillas or toast Milk
Snack Oatmeal Cookies Cocoa	Applesauce and Cookies	Celery sticks w/ peanut butter and bread Milk	Peanut butter raisin cookies Cocoa	Vanilla wafers (made with enriched flour) Orange juice
LUNCH Chili (with tomato sauce) Green beans Crackers Bread & butter Milk	Hamburger on buttered bun Squash Lettuce w/ tomato Milk	Chicken Potatoes & gravy Cabbage slaw Tortillas or bread & butter Milk	Spanish rice Peas Peach gelatin Cornbread and butter Milk	*Tacos or Tostados con frijoles Refritos Buttered corn Carrot, celery & cucumber sticks Milk
Bread and Peanut butter and milk *Fruit	Milk and chocolate cake	Bread pudding	Ice cream and cookies	*Could use Macaroni & cheese Peaches and cinnamon rolls

All baked goods are to be made from enriched flour.

B:PR/6-10-70

WEEK II

BREAKFAST				
Orange juice Egg Cold cereal Toast Milk	Orange juice Creamy rice or Toast & Milk	Tomato juice Oatmeal Toast Milk	Orange juice Eggs Toast Milk	Orange juice Pancakes Toast Milk
Snack				
Pineapple juice & sugar cookies	Tomato juice Cheese and toast squares	Orange juice and biscuits and honey butter	Fruit & cookies	Tomato juice Bread & butter squares Celery & carrot sticks
LUNCH				
Spaghetti with meat sauce Peas Head lettuce Muffin & butter Milk	Stew (Coldo Cacido) Gelatin salad Bread & butter Milk	Frijoles con quezo (use meat) Lettuce & tomato Cornbread & butter Milk	Meat loaf One-half potato Cabbage slaw Bread & butter Milk	Celery & carrot sticks Vegetable soup & cheese sandwich Milk
Snack				
Milk Fruit and cookies	Milk White cake	*Fruit and cookies	Custard and cinnamon rolls	Ice cream & cookies

Possible additions and substitutions:
- Bread w/ Peanut butter and honey
- Cold cereal for breakfast every day
- Tamale Pie

*Fruit--can be any fresh fruit depending on cost. May receive fruit as commodities.

AB:pr/6-10-70

F3

Schedule B
REQUIREMENTS FOR MEALS

(a) Service institutions shall serve one, or a combination of one or more of the following types of meals:
   1. Breakfast
   2. Lunch
   3. Supper
   4. Supplemental Food served between such other meals.

(b) Except as otherwise provided in this section, each meal shall contain, as a minimum, the indicated food components:

1. A breakfast shall contain:
   - i. A serving of fluid whole milk as a beverage, or on cereal, or used in part for each purpose.
   - ii. A serving of fruit or full-strength fruit or vegetable juice.
   - iii. A serving of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls or muffins, etc., made of whole-grain or enriched meal or flour; or a serving of whole-grain cereal or enriched or fortified cereal; or a combination of any of these foods.
2. A lunch or supper shall contain:
   - i. A serving of fluid whole milk as a beverage;
   - ii. A serving of lean meat, poultry or fish; or cheese; or an egg; or cooked dry beans or peas; or peanut butter; or a combination of any of these foods.
   - iii. A serving of two or more vegetables or fruits, or a combination of both.
   - iv. A serving of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls, muffins, etc., made of whole-grain or enriched meal or flour.
   - v. A serving of butter or fortified margarine.
3. Supplemental Food shall include:
   - i. A serving of milk or full-strength fruit or vegetable juice.
   - ii. A serving of whole grain or enriched bread, rolls or cereal etc.
4. Except as otherwise provided in this section, the minimum amounts of component foods to serve at meals as set forth in paragraph (b) 1, 2, 3, of this section are as follows:
   - i. Age 1 up to 3 years
     - a. Breakfast--½ cup of milk; ¼ cup of juice or fruit; ½ slice of bread or equivalent or ¼ cup of cereal or an equivalent quantity of both bread and cereal.
     - b. Lunch or Supper--½ cup of milk; 1 ounce (edible portion as served) of meat or an equivalent quantity of an alternate; ¼ cup of vegetables or fruits or both consisting of two or more kinds; ½ slice of bread or equivalent; ½ teaspoon of butter or fortified margarine.
     - c. Supplemental Food--½ cup of milk or juice; ½ slice of bread or equivalent.

- ii. Age 3 up to 6 years
    - a. Breakfast--3/4 cup of milk; ½ cup of juice or fruit; ½ slice of bread or equivalent or 1/3 cup of cereal or an equivalent quantity of both bread and cereal.
    - b. Lunch or Supper--3/4 cup of milk; 1-½ ounces (edible portion as served) of meat or an equivalent quantity of an alternate; ½ cup of vegetables or fruits or both consisting of two or more kinds; ½ slice of bread or equivalent; 1 teaspoon of butter or fortified margarine.
    - c. Supplemental Food--½ cup of milk or juice; ½ slice of bread or equivalent.
- iii. Age 6 up to 12 years
    - a. Breakfast--1 cup of milk; ½ cup of juice or fruit; 1 slice of bread or equivalent or 3/4 cup of cereal or equivalent quantity of both bread and cereal.
    - b. Lunch or Supper--1 cup of milk; 2 ounces (edible portion as served) of meat or an equivalent quantity of an alternate; 3/4 cup of vegetables or fruits or both consisting of two or more kinds; 1 slice of bread or equivalent; 2 teaspoons of butter or fortified margarine.
    - c. Supplemental Food--1 cup of milk or juice; 1 slice of bread or equivalent. Younger children of this group (age 6 up to 9) may be served lesser quantities of the foods, (other than bread or milk) in the above types of meals, provided that such adjustments are based on the lesser food needs of such children.
- iv. Age 12 years and over:
    Adult-size portions based on the greater food needs of older boys and girls.

5. For the purposes of this section, a cup means a standard measuring cup.
6. To improve the nutrition of participating children, additional foods may be served with each meal as follows:
    1. Breakfast
        - i. Include as often as practicable a serving of protein-rich food such as egg, meat, poultry, fish, cheese, peanut butter, or a combination of any of these foods.
        - ii. Additional foods may be served as desired.
    2. Lunch or Supper: Additional foods may be served with lunches or suppers as desired.
    3. Supplemental Food: Include as often as practicable a serving of protein-rich food, such as peanut butter or cheese; or a serving of vegetable or fruit; and other foods as needed to satisfy appetites.

If emergency conditions prevent a service institution normally having a supply of fluid whole milk from temporarily obtaining delivery thereof, the State Agency may approve reimbursement for breakfasts, lunches or suppers served without milk during the emergency period.

Substitutions may be made in foods listed in paragraph (b) 1, 2, and 3 if individual participating children are unable, because of medical and other special dietary needs, to consume such foods. Such substitutions shall be made only when supported by a statement from a recognized medical authority.

Typical meals of Mexican-American migrant families (as related by three mothers of settled-out migrants in Hoopeston)

Breakfast

Cream of wheat, oatmeal, or dry cereal, milk, tortillas or bread (toast)
Toast and orange juice
Eggs, toast and milk
Pancakes (about once a week)

Beans and tortillas were also mentioned and in Mexico tamales are a frequent breakfast dish. (However, families have been observed to give their children a breakfast of bologna and pop or doughnuts and tortillas.)

Lunch

Beans, rice and spaghetti (fried with tomatoes and onions and spices and sometimes meat--plain rice is seldom eaten), potatoes, bread, flour tortillas and milk.

Lettuce and tomato may also be served once or twice a week.

Dinner

Fried chicken, beans, French fries, salad (sometimes)
Hamburgers, beans, French fries, rice and tortillas or bread

For dessert: cake, ice cream, fruit salad, jello.

During Lent, the following dessert is popular:

Capirotada
(Mexican Bread Pudding)

1 quart water
1 pound brown sugar
3 inches stick cinnamon
1 whole clove
6 slices toast, cubed (or equivalent of leftover pound cake)

3 bananas or apples, sliced
1 cup raisins
1 cup peanuts, chopped
½ cup blanched almonds, chopped
½ pound Monterey cheese, cubed

Boil water, sugar, stick cinnamon and clove together until syrupy. Butter a casserole generously and put in a layer of bread or cake cubes. Cover with a layer of banana or apple slices and sprinkle with some of the raisins, peanuts, almonds and cheese cubes. Repeat the layers until all ingredients are used. Remove stick cinnamon and clove from syrup and pour syrup over pudding. Bake in a moderate oven (350°) about 30 minutes. Serve hot. Serves 8.

The recipe is from Elena's Famous Mexican and Spanish Recipes by Elena Zelayeta, edited by A Group of San Francisco Home Economists and published by Sunset Magazine and Safeway Homemakers' Bureau. Copyright 1944.

This corresponds to the recipe given me by las señoras which, of course, did not include measurements. They use Mexican candy instead of the brown sugar and include anise. The bananas are optional. They use French bread.

Eating habits of Migrant Workers of Mexican origin from Texas

At the time when the following eating habits were noticed, the workers were picking tomatoes on a farm in central Illinois.

Eating habits

The wife or grandmother stays in from the fields to prepare the meals.

The children eat continually all day--they never sit down, but eat on the run.

The wife serves her husband meals, but does not eat with him.

They were never seen using silverware to eat. They instead made tortillas to use as scoops.

Food habits

Enjoy meat and will spend money for it
  Especially like chicken and often prepare it with vegetables

Use many different vegetables
  Especially raw vegetables, which children can easily carry around
  Liked vegetable salads very much
  Consumed many raw tomatoes and pinto beans
  When introduced to dried peas, they did not continue to use them for any length of time

Preparations are often in the form of stews

Prefer tortillas to bread, although they do buy bread, but not in any large quantity
  Use a special cornmeal type of coarse flour to make tortillas

Consume large amounts of Pepsi but don't care much for other sweets or starches

Use few dairy foods
  Dairy products were consumed mostly by children and babies
  This group did not know the use of powdered milk

Use eggs frequently
  Always have fried eggs for breakfast

Do a lot of frying preparations in lard

Prepare highly seasoned food and use hot red peppers extensively
  A seasoning salesman from Chicago would drop in about once a month so they could purchase what was needed

Use no recipes and read very little English

Cooking facilities given this group--2 gas burners, no oven

They do not spend much time on food preparations